ED 298 492 CS 211 457

Processing of Text.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Communication; Course Content; *Course Descriptions; *Office Occupations Education; Office Practice; Secondary Education; Shorthand; Skill Development; State Curriculum Guides; Typewriting; Word Processing
IDENTIFIERS- Arkansas; Business Careers

This curriculum guide for schools in Arkansas provides course outlines in the general subject area of text processing. Each course outline indicates grade level and prerequisites, and provides a brief description of course goals. In addition, a list of skills is included for each course, with each skill divided into three instructional levels: basic (skills which all students must master); developmental; and extensions (skills stressing higher order thinking, processing, and problem solving). Courses consist of: (1) Business Communications; (2) Cooperative Office Education (COE); (3) Office Procedures; (4) Office Technology Laboratory (OTL); (5) Shorthand 1 and 2; (6) Typewriting 1 and 2; and (7) Word Processing 1 and 2. (MM)

ED 298 507 CS 211 473

Payne, J. Gregory
Newspaper Coverage of the Harvard Medicare Project: Regional Distinctions/Discreet Disregard?
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Health Programs; Information Sources; Mass Media; Media Research; National Programs; *Newspapers; News Reporting
IDENTIFIERS- *Harvard Medicare Project; *Media Coverage; Medicare; News Stories
A study examined American newspaper coverage of the Harvard Medicare Project proposal of 1986, a major health policy proposal calling for comprehensive reforms in the national health program. Using Burrelle's news clipping service which includes every daily newspaper (over 1500) in the United States, all 75 newspaper articles on the project from March 11 through April 6, 1986 were examined. The content of each story was evaluated on 14 characteristics, consisting of: (1) publication date; (2) newspaper; (3) state; (4) story source; (5) headline topic; (6) mention of Harvard in the headline; (7) lead topic of the story; (8) mention of "New England Journal of Medicine"; (9) mention of Harvard medical project in the story; (10) citation of experts in the story; (11) issues discussed by the expert; (12) critical comments of proposal's impact; (13) tone; and (14) inclusion of outside critical source. Results revealed substantive and stylistic distinctions in amount of coverage, headlines, featured topics, use of experts and prestigious sources, critical commentary, and story source. Regional variations in coverage were also identified. In addition, analysis showed a lack of coverage in the daily print news media, including some of the country's largest newspapers. (Thirty-two notes are included.) (MM)

ED 298 523 CS 211 490

Olsen, Marilyn
Integrated Assessment Model--A Project-Based Approach: Report 8. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 30p.; For other student progress assessment reports, see CS 211 484-489.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; Listening Skills; *Models; Reading Skills; Speech Skills; State Standards; *Student Evaluation; *Student Projects; Writing Skills
IDENTIFIERS- Oregon State Department of Education
This report provides suggestions on how to implement an integrated assessment model to assess comprehensive student projects to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. As a supplement to existing standardized testing programs, the integrated model may be especially useful for monitoring and measuring growth in areas of the curriculum not addressed directly or easily by standaridized achievement tests. The integrated assessment model assures that students will deal with such essential learning skills as reading, writing, calculations, literal and implied meanings, speaking, listening, evaluation, problem solving, and self- and resource-management. This report includes: (1) a list of Common Curriculum Goals that relate to project evaluation; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal project assessment practices at the classroom and district levels; and (4) a bibliography of integrated assessment resources. (RS)

ED 298 537 CS 211 522

Mathis, N. Reed
Shakespeare Materials. Potpourri 7.
Southland Council of Teachers of English.
PUB DATE- 82
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Drama; *English Instruction; Higher Education; *Instructional Materials; *Literature; Secondary Education; Sonnets
IDENTIFIERS- As You Like It; Hamlet; King Lear; Macbeth; Othello; Romeo and Juliet; *Shakespeare (William)

This publication provides a source of practical ideas for teaching Shakespeare, taken from materials in the teaching notebooks of N. Reed Mathis, a Shakespeare specialist. It contains: (1) "As You Like It"--a study guide and composition topics; (2) "Romeo and Juliet"--an objective-type final exam; (3) "Sonnets"--a way of analyzing a poem, critical analysis writing procedure, a performance procedure for student participation orally, and sample critical questions on several sonnets; (4) "King Lear"--procedures for teaching the play, a quiz on Act I, an objective-type final exam, and essay topics; (5) "Othello"--a final exam and essay topics; (6) "Hamlet"--instructions for the students, composition topics for essays, essay exams, short composition topics, and a final exam; (7) "Macbeth"--part of an introductory lecture, topics for critical analysis, discussion questions, essay exams, and objective exams including literary vocabulary; and (8) a final exam for a semester course on Shakespeare. (MS)

ED 298 552 CS 506 323

Powers, Angela
The Changing Market Structure of Local Television News.
PUB DATE- Jul 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; Audience Analysis; Audiences; *Broadcast Industry; *Cable Television; *News Media; Television Research; Video Equipment
IDENTIFIERS- Economic Theory; *Local News; *Market Analysis; Television News

The growth in competition for revenues, along with the advent of cable, independent television and video cassette recorders (VCR), may signify a change in the market structure of local television news. To explain if and how this change may be occurring, an explanation of economic theory as well as evidence from "Broadcast and Cable Yearbook" and Nielsen Ratings is necessary. A review of local news programs in the largest markets, the range of market shares, and the variance in the length of local news programming yields a theoretical understanding of what local television news directors have experienced in terms of economic change within recent years. The local television news market appears to be departing from its oligopolistic past where market share for the network affiliates was high, entry was difficult, and competition was limited. Rather, it is moving toward monopolistic competition where there are many sellers but where there is product differentiation. With the proliferation of cable, VCRs, and independent and satellite networks, the market is passing into a state of disequilibrium where there are more competitors for audience attention and advertiser dollars. To the extent that newsrooms are the engines of better management and technological progress, economic efficiency can help the industry. (Five tables of data and 64 notes are included.) (MS)

ED 298 566 CS 506 338

Ward, Annalee R.
A Weaverian Model for Ethical, Perpetual Criticism.
PUB DATE- Nov 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Ethics; Language; Models; *Moral Values; *Rhetoric; *Rhetorical Criticism
IDENTIFIERS- *Criticism; Metaphysics; *Rhetorical Theory
Contemporary rhetorician Richard M. Weaver believes that values are inseparable from rhetoric. For him, to be a rhetorician is to direct toward good or evil and to be a rhetorical critic is to determine whether that direction is the "right one" and/or judge whether the rhetorician "is a master of his art." To determine if the rhetorical critic's rhetoric is a reflection of the critic's view of reality it is necessary to address whether a Weaverian model of ethical criticism based on standards for ethical rhetoric can be applied to rhetorical critics' critiques in order to classify types of critics in light of their value system (philosophical orientation or metaphysics). The Weaverian model would have three ascending levels of criticism: description/reconstruction, analysis, and evaluation. Weaver's all-encompassing standard for ethical rhetoric is the obligation for the rhetorician to acknowledge the metaphysical reality of truth, the ideal good. Weaver continually points out that rhetoric has intention and that noble rhetoric's intention is to point toward ultimate metaphysical reality. These standards and the three levels of criticism will not only be useful to label types of critics, but also to classify their metaphysical dreams. This model demonstrates both that every member of a culture has a responsibility for what he says, and that what he says is a reflection of who he is. (Sixty-three notes are included.) (MS)

ED 298 580 CS 506 352

McComb, Don
Dada Typography: Patterns of Experimentation with Graphic Design 1912-1930.
PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Portions of figures are illegible. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Art History; Creative Art; *Design; Illustrations; Layout (Publications); Media Research; *Printing; Surrealism; *Visual Arts
IDENTIFIERS- *Dada Typography; Graphic Communication; *Typography; Visual Journalism
Dada was a collective movement among avant-garde artists who rejected the existing culture of post-World War I Europe on the grounds that it belonged to the same society that had produced the war. This paper discusses Dada typography in relation to typography's role and function in the history of printing, the changes resulting from the industrialization of the printing industry, and the accelerated volume of commercial activity in the nineteenth century. Dada typographic experimentation is contrasted with traditional typography conventions and is compared with the typographic works of the adjacent movements of Futurism and Constructivism. The paper describes and analyzes Dada typography and its application in various publications and art media in the context of the traditional conventions it sought to break and how it broke them. Dada's typographic innovations are discussed in terms of their initial rejection and eventual incorporation by other movements to create the new typography. Twenty-six notes and 11 figures are included, and 15 references are appended. (Author/MS)

ED 298 595 CS 506 377

Wells, G. R.; Harwell, William L., Jr.
Television and the Child's Motivation To Perform Well in School.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Educational Research; Grade 8; Junior High Schools; *Mass Media Effects; *Student Motivation; Television Research; Television Surveys; *Television Viewing

To determine the relationship between eighth grade students' motivation to study and the number of hours they spend in viewing television, a study interviewed 210 eighth-grade students in central Georgia concerning their daily television viewing habits. Subjects completed the Wells-Bledsoe Motivation Checklist and provided information about their families, and home and school activities. Information was also obtained concerning intelligence scores and scores on a standardized achievement test. Results showed a slight difference in the number of hours of viewing time per day and per week between white and non-white boys and girls. The relationship between total number of hours viewing time and motivation was insignificant. Monday viewing, however, correlated significantly with positive motivation scores in a stepwise regression analysis. (Four tables of data and 14 references are appended.) (MM)

ED 298 610 EA 020 238

Decker, Larry E.; Decker, Virginia A.
Home/School/Community Involvement.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-124-3
PUB DATE- 88
NOTE- 147p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, Dept. 802, 1801 Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00214; $12.95 plus $3.50 shipping and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Case Studies; *Community Involvement; *Community Relations; Elementary Secondary Education; *Parent Participation; *Program Implementation; *School Support
IDENTIFIERS- *Partnerships in Education

Today's schools are entering a second wave of reform in response to changing demographics, public demand for accountability, and societal changes expanding the traditional time frame for learning. To meet these challenges, schools need help through home and community involvement. This book offers seven strategies illustrated by success stories from real school districts. Part I provides case studies of effective home, school, and community involvement. Chapter 1 discusses school use of community resources. Partnerships with businesses and community agencies are supplementing traditional volunteer efforts, as mothers become less available. Chapter 2 discusses school resources and facilities provided to the community for lifelong learning programs ranging from early childhood education to intergenerational activities. Part II explains how to set up effective programs. Chapter 3 advises schools to start at the top by identifying needs, publicizing them, and asking community leaders for help. Chapter 4 discusses ways to involve these leaders in the educational process. Decision-making should not be limited to parents of children in the school system. Support must also come from nonparents--the group comprising the majority of citizens. Chapter 5 advises educators to broadcast their success by using local media outlets, sending Christmas card greetings, publicly honoring volunteers, and becoming part of a comprehensive community calendar. A list of school districts interviewed, a general bibliography of 56 references, and some educational partnership references are also provided. (MLH)

ED 298 625 EA 020 285

Ben-Peretz, Miriam
Problems and Issues in Relating Research on Teacher Thinking to Educational Policy.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Educational Objectives; *Educational Policy; Elementary Secondary Education; Governance; Policy Formation; Research Utilization; *Teacher Attitudes; *Teacher Behavior; *Teacher Response; Teaching Conditions
IDENTIFIERS- *Teacher Thinking
This paper analyzes some of the characteristics of research on teacher thinking as it relates to educational policy. An introductory section discusses the problems inherent in relating research on teacher thinking to educational policy, based on the difference between conclusion-oriented research (which is appropriate for teacher thinking) and decision-oriented research (which is appropriate for educational policy). At the present state of the art in research on teacher thinking, there is no comprehensive, decision-oriented knowledge to guide policy. Accordingly, the second section discusses features of policymaking in education that create difficulties or opportunities for application of research on teacher thinking. Policy problems are characterized as (1) public in nature; (2) consequential; (3) complex; (4) dominated by uncertainty; and (5) reflective of disagreement about the goals to be pursued. Each of these features of policymaking is examined in light of existing knowledge on teacher thinking. The third section discusses the role of schemata in learning from research. These schemata could provide policymakers with new ways of understanding educational problems. Twenty-four references are listed. (TE)

ED 298 641 EA 020 315

Uerling, Donald F.
Giving a Candid Appraisal of an Applicant: What Is the Risk of Liability for Defamation?
PUB DATE- Aug 87
NOTE- 23p.; Presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Chadron State College, NE, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Codes of Ethics; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; *Publications; *School Law; *Torts
IDENTIFIERS- *Defamation; *Libel
This paper outlines the law of defamation as it pertains to those written and oral communications of reference that are commonly made by professionals in educational administration. Although this body of law varies from state to state, the basic principles are generally applicable. After an introduction, the first section defines defamation and cites litigation that has clarified and interpreted the scope of this definition. The second section defines the concepts of liability and damage in relation to defamation suits. This is followed, first, by a review of pertinent cases that have been used to define published defamation (libel) and, second, by a survey of cases that construe the scope of fault that can be attributed to publishers. The following section discusses liability with respect to the truth or falsity of statements made in publications. This is followed by a discussion of case law construing the concept of privilege, or immunity, in defamation cases. The last section defines burden of proof in defamation cases, and is followed by a summary of guidelines in determining the extent to which actions may be liable for defamation. (TE)

ED 298 314 CE 050 879

Faddis, Constance R.; And Others
The Helping Process Overview Guidebook. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 58p.; For other guides in this series, see CE 050 880-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP01--$6.50; related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Counseling; Demonstration Programs; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; Program Descriptions; Secondary Education

This guidebook is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. It is intended for participating adults and begins by giving them a quick look at the extent of the dropout problem nationwide. The booklet goes on to provide a discussion of the basic steps of the helping process, insights into the important roles and skills the participating adults need to make the helping process work, information about some successful model programs that use the helping process, and leads to additional resources that may be useful. (YLB)

ED 298 327 CE 050 901

Richards, Donna; And Others
An Intervention System for Persistent Non-Achievers.
Mountain View Coll., Dallas, Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 30 Jun 88
NOTE- 69p.
GRANT- 88104024
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Students; Community Colleges; *Disadvantaged Youth; *Educationally Disadvantaged; *Low Achievement; *Student College Relationship; Student Needs; *Student Problems; Two Year Colleges; Vocational Education

This project was conducted to determine factors that contribute to the academic success or lack thereof of educationally disadvantaged vocational students and to develop a plan that will enhance success of persistent nonachieving students in the future. Educationally disadvantaged students at Mountain View Community College (Texas) were divided into two groups--the Persistent High Achievers (PHAs) and the Persistent Non-Achievers (PNAs). Approximately 150 students were classified as PNAs and 190 as PHAs. A significant statistical difference was found in the areas of ethnicity and age between the two groups, but not so in gender. Interviews with 59 PNAs showed the following: (1) more males than females; (2) most are single; (3) more Blacks than Whites or Hispanics; (4) most are aged 19-22 years; (5) most attend day classes; (6) most are employed, with 36 percent working 40 hours a week; (7) 90 percent do not participate in social or academic organizations on campus; and (8) most are either the oldest or youngest child in the family. Reasons given by the PNAs for their low grade-point average included poor time management, lack of good study habits, lack of motivation, deficiency in academic preparation, personal/family problems, and lack of understanding of the college withdrawal procedure. The study concluded that these students need to be offered extended orientation and study skills courses as well as individual supportive follow-up to assist in their college success. (KC)

ED 298 342 CE 050 937

Shaping Tomorrow's Workforce. A Leadership Agenda for the 90's.
National Alliance of Business, Inc., Washington, D.C.
REPORT NO.- ISBN-0-88713-613-3
PUB DATE- 88
NOTE- 32p.; Shaded boxes may not reproduce clearly.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Coordination; Disadvantaged; Elementary Secondary Education; *Employment Services; Federal Government; *Futures (of Society); *Government Role; Job Training; *Labor Force Development; Occupational Information; *Policy Formation; Postsecondary Education; *Public Policy; School Business Relationship; Unemployment Insurance; Vocational Education; Welfare Services

Increased international competition, rapid technological innovation, and profound demographic changes have all created an urgent need for a skilled and capable work force. The work force development system that has been assembled over the years in the United States is extensive; however, the goals and services provided by a wide range of public and private agencies have never been integrated. Efforts to integrate these diverse resources and reform the nation's labor force development policy must include more attention to the following: public-private partnership, coordinated service delivery, program accountability, and decentralized program administration. The implementation of a demand-driven, decentralized, and flexible work force demands a new role for the federal government. The federal government should take the following actions: build a federal partnership, support state reorganization efforts, improve state and local coordination, ensure program accountability, develop flexible targeted programs, and leverage additional resources. Current policies concerning job training for the disadvantaged, vocational education, welfare, worker adjustment, employment service, unemployment insurance, labor market information, and elementary secondary education must all be reassessed and reformed to increase coordination among all levels of government and the private sector. (MN)

ED 298 371 CG 021 051

Dietrich, Coralie; And Others
Semantic Behavior Therapy and Psychosocial Variables in the Treatment of Chronic Pain in the Elderly.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986). For related documents, see CG 021 050-052.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Behavior Modification; Coping; *Older Adults; Personality Traits; *Physical Health; *Relaxation Training; Self Control; Social Characteristics
IDENTIFIERS- *Chronic Pain; *Pain Control
This study explored the efficacy of semantic behavior therapy in the management of chronic osteoarthritis pain in elderly patients as well as the relationships among pain, physical health, personality, and social characteristics in this population. The sample consisted of 8 elderly persons who had osteoarthritis of the knee, and 11 healthy elderly persons who comprised the control group. Experimental pain (sensory thresholds, pain thresholds, and pain tolerance levels) was assessed. All subjects were administered a variety of assessment instruments before and after the arthritis subjects received four sessions of a semantic behavior therapy program for pain control. The results revealed that the experimental subjects reported significant reductions in knee pain, and in the extent to which pain interfered with their lives, following therapy. The experimental group also showed significant reductions in psychological symptoms and improvement in self-rated health. No significant differences were found for electrical stimulation measures of sensory threshold, pain threshold, or pain tolerance as a function of treatment. These findings suggest that the therapy operated primarily on psychological processes underlying the experience of pain independent of clients' sensory pain threshold levels. Significant correlations were found for psychological adjustment and physical health. Self-control and instrumental coping appeared to be key variables associated with pain perception, physical health, and psychological adjustment. (NB)

ED 298 385 CG 021 066

Steitz, Jean A.; Owen, Tulita P.
Extracurricular Activities and Adolescent Self-Esteem: A Multivariate Study.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *Extracurricular Activities; High Schools; *High School Students; Noncollege Bound Students; Predictor Variables; *Self Esteem; *Sex Differences; *Student Employment; *Student Participation
This study was conducted to investigate in a controlled multivariate fashion the effects of participation and involvement in extracurricular activities on adolescent self-esteem and to analyze for possible sex differences in these relationships. Middle-class high school students (N=445) completed measures of self-esteem, degree of participation in extracurricular activities, involvement in extracurricular activities, cumulative grade point average, and number of hours students spent working at a job outside of school each week. The results indicated no significant predictors of self-esteem among males. Among females, the significant predictors of self-esteem were the number of hours of work, age, and curricular track (college preparatory, general, business, vocational-technical). Being older, working fewer hours, and being in the business or vocational versus the general or college preparatory curricular track were associated with higher levels of self-esteem for females. Sex differences in the predictor variables were significant. Neither participation nor involvement in extracurricular activities were significantly associated with adolescent self-esteem. (NB)

ED 298 400 CG 021 081

Schreiner, Laurie A.; And Others
Increasing Retention on a College Campus through At-Risk Student Identification and Faculty-Student Contact.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Freshmen; *Dropout Prevention; Dropouts; *Higher Education; High Risk Students; *Identification; Potential Dropouts; Program Effectiveness; School Counseling; *School Holding Power; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *Stratil Counseling Inventory
This study examined the Stratil Counseling Inventory (SCI) used for identifying college freshmen prone to dropping out and a program designed to increase student retention which stresses early, frequent, and rewarding faculty-student contact. The SCI was administered to college freshmen (N=213) who became involved in a retention management program comprised of faculty-student interaction, an orientation program, and appropriate use of resources. Results indicated that the SCI was able to accurately identify at-risk students; significant differences were found between scores of those who persisted and those who did not. Additionally, total retention increased from 61% in 1984 to 76.3% in 1986. Based on the significance of these results, it appears that dropout-prone students can be accurately identified at an early stage in their college careers, and a positive effect on retention can be achieved when a comprehensive program aimed toward the social and academic integration of students is initiated by the faculty of an institution. (Author/ABL)

ED 298 415 CG 021 097

Haffner, Debra; Casey, Sean
Make a Life for Yourself.
Center for Population Options, Washington, DC.
PUB DATE- Apr 86
NOTE- 16p.; Color tones and inks are used in document. For Spanish/English Version, see CG 021 098.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Career Choice; Contraception; Decision Making; Early Parenthood; High Schools; Job Search Methods; *Objectives; *Planning; *Sexuality; *Student Educational Objectives; Student Employment
Presented is a booklet for teenagers about life planning. It discusses hopes and dreams that adolescents may have and gives tips for reaching goals. A sentence completion exercise is included to help readers set goals. Four important goals for teenagers are presented and discussed: (1) graduating from high school; (2) waiting to have a baby; (3) getting a job at the present time; and (4) planning a job for the future. The section on delaying parenthood discusses sexual behavior of teenagers, abstinence, and birth control. The section on getting a job as a teenager presents tips for job hunting and interviewing tips. The booklet concludes with a sentence completion exercise which helps readers to focus on their own life plan. (NB)

ED 298 429 CS 009 272

National Paired Reading Conference Proceedings (4th, Dewsbury, West Yorkshire, England, 1987).
Kirklees Metropolitan Council, Huddersfield (England).
PUB DATE- 88
NOTE- 114p.
AVAILABLE FROM- Paired Reading Project, Director of Educational Services, Oastler Centre, 103 New St., Huddersfield, West Yorkshire HD1 2UA United Kingdom (2 pounds 50 pence, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Mental Retardation; Migrant Education; *Parent Participation; Parent School Relationship; Parent Student Relationship; Peer Teaching; Program Evaluation; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Tutoring
IDENTIFIERS- Great Britain; *Paired Reading; Participation Education

The annual bulletin of the Paired Reading Project contains 17 feature articles: (1) "Parental Involvement in Reading and Language" (F. Burton); (2) "Infant/Infant Cross-Age Peer Group Tuition" (A. Low and M.Davies); (3) "Comment on Low & Davies" (K. Topping); (4) "Paired Reading in Reaside Middle School" (F. Gautrey); (5) "Sex Differences in the Effectiveness of Peer Tutoring" (K. Topping and M. Whiteley); (6) "Dictionary of Praise"; (7) "Parent Tutored Paired Reading in a Summer Program for Migrant Children" (R. Ulmer and F. Green); (8) "Comment on Ulmer and Green" (K. Topping); (9) "A Cross-Age Cross-School Modular Peer Tutored Paired Reading Course" (M. Sweetlove); (10) "Paired Reading Bibliography--Update"; (11) "Paired Reading at Cumberworth First School" (L. Oxley); (12) "Reading While Listening" (M. Wisner); (13) "Paired Reading with Mentally Handicapped Adults" (J. Jones); (14) "Keeping the (Band)wagon Rolling" (T. Payne); (15) "A Whole School Policy on Parental Involvement in Reading" (K. Topping); (16) "Parent Tutored Cued Spelling in a Primary School" (P. Emerson); and (17) "Cued Spelling in Adult Literacy" (J. Scoble). Also included are reviews of a training package, a video, a program report and a booklet on developing parental involvement, as well as a section of news on paired reading topics. (SR)

ED 298 445 CS 009 291

Moore, Blaine; Harris, Bruce
An Assessment of Preservice Teachers' Knowledge of Instructional Strategies for Teaching Phonics.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the California Educational Research Association (65th, Los Angeles, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grade 1; Higher Education; *Phonics; *Preservice Teacher Education; Primary Education; Reading Instruction; *Teaching Methods
IDENTIFIERS- *Teacher Knowledge
To determine whether preservice teachers could articulate, in writing, appropriate instructional strategies for teaching phonics, a study surveyed 83 elementary education students selected randomly from all students enrolled in a reading methods course at Brigham Young University. Students completed one of three questionnaires assessing what strategies students would use to teach the letter sounds, blending techniques, and phonic generalizations to first grade children. The questionnaires included both open-ended and closed format questions. Results showed that most of the students could not articulate appropriate instructional strategies for either the implicit or explicit approach to phonics instruction for first grade children. Results also indicated that respondents had not reviewed the literature pertaining to the teaching of phonics. In addition, none of the students listed an instructional strategy that met the standards for an appropriate instructional session, such as explanation of goals and objectives, learner practice, and feedback. (Five tables of data are included.) (MM)

ED 298 460 CS 009 312

Cooper, Kathy
Washington Literacy Tutor Training Handbook: Spiral of Strategies for Decoding Segment.
Washington Literacy, Seattle.
PUB DATE- Aug 88
NOTE- 8p.; Paper presented s the Biennial Conference of the Laubach Literacy Association (San Diego, CA, June 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Context Clues; *Decoding (Reading); *Literacy Education; Phonics; Reading Strategies; *Remedial Reading; Sight Vocabulary; Training Methods; *Tutoring; Word Recognition
IDENTIFIERS- Tutor Training
New readers must be taught a variety of decoding skills to allow them to increase fluency and get on with the process of meaning making. Four of the most important strategies of decoding are: (1) using context clues; (2) developing a sight vocabulary of whole words; (3) analyzing the parts of words; and (4) attending to the letter-sound (phonics) connection. Practical applications of these strategies enable a learner to become an independent reader. (RS)

ED 298 476 CS 009 335

Identifies Rhyming Words: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program. Kindergarten.
Chicago Board of Education, Ill.
PUB DATE- 86
NOTE- 23p.; For related documents, see CE 009 333-334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Kindergarten; Primary Education; *Reading Instruction; Skill Development; Teaching Methods
IDENTIFIERS- Chicago Public Schools IL; *Prereading Activities; *Rhyme

Developed to provide supplementary instructional strategies for reading teachers at the kindergarten level, this booklet presents the instructional module for identifying rhyming words, a component of the Comprehensive Reading Program of the Chicago Public Schools. The activities in this booklet are presented in four developmental stages--the foundation stage; the development and expansion stage; the practice and refinement stage; and the application and mastery stage. A brief introduction is given for each stage, in addition to needed materials, suggested teaching strategies, and possible learning activities. (MM)

ED 298 244 AA 001 181

Resources in Education (RIE). Volume 24, Number 2.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 298 257 CE 050 734

Barltrop, Jenny
The Work Aspect Preference Scale: Can It Be Used with Year 9 Students? A Report of the Mount Druitt Longitudinal Study.
Macquarie Univ., North Ryde (Australia). School of Education.
SPONS. AGENCY- New South Wales Dept. of Education, Sydney (Australia).
PUB DATE- May 88
NOTE- 36p.; For related documents, see CE 050 732-733.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attitude Measures; Career Counseling; Career Education; Foreign Countries; High Schools; Longitudinal Studies; *Test Reliability; *Test Validity; Values; *Work Attitudes
IDENTIFIERS- *Australia; *Mount Druitt Longitudinal Study; Work Aspect Preference Scale
During the 1986 administration of the Work Aspect Preference Scale (WAPS) in a study of career development from Year 8 to Year 9, some of the students in Mount Druitt, west of Sydney, Australia, had difficulty in understanding the meaning of some terms. A closer investigation was then conducted of the usefulness of the WAPS for this group of students. The subjects were 98 Year 9 students, a subsample of approximately 650 students who had participated in the Mount Druitt Longitudinal Study. These 98 students had taken the Progressive Achievement Test Reading Comprehension Form A. Fifty who scored at or above the mean were labeled high achievers, and 48 who scored below were labeled low achievers. A set of questions was designed to elicit information about a student's understanding of individual WAPS items and included as the final section of an interview related to career development and beliefs about work and unemployment. Results indicated that the ability of students to interpret each item as intended was reasonably good, although lower achieving students had more difficulties than high achievers and their responses should be treated more cautiously. A far greater problem was the tendency to misunderstand how to use the scale as intended and, in particular, to answer in a global, absolute way rather than to respond to each item on the basis of personal preference. Implications were these: (1) that the reliability of the WAPS will be affected by the ability of students to understand correctly the meaning of the items and by any errors in usage of the scale; and (2) that the validity of the WAPS is also thrown into question by any degree of misinterpretation and consequent randomness. (YLB)

ED 298 272 CE 050 769

Hall, William C.
TAFE Industry Partnership: Towards More Effective Relationships in Course Development and Implementation. A Discussion Paper.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-307-8
PUB DATE- 88
NOTE- 58p.; This project was partly funded by the Victorian TAFE Board.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Cooperative Planning; Cooperative Programs; Coordination; *Curriculum Development; Foreign Countries; Job Training; Linking Agents; Program Development; Program Implementation; Program Improvement; *School Business Relationship; *Technical Education
IDENTIFIERS- *Australia; *Technical and Further Education (Australia)
A study examined existing partnerships between Technical and Further Education (TAFE) and industry in Australia and explored possible alternatives or additional mechanisms and structures for cooperating on course development and implementation. The 9-month investigation included a study of the use of joint facilities in five states, a study of training models used in industry, and an examination of ways of integrating on- and off-the-job training within traineeships. The TAFE/industry partnership picture was found to be very patchy. Excellent examples of effective relationships in TAFE course development were found; however, these excellent relationships were not nearly so widespread in the area of TAFE course implementation. The following were identified as ways of improving TAFE/industry partnerships: (1) form the highest possible TAFE/industry/training policy committee at the state levels; (2) have industry commission TAFE to develop and help implement all components of publicly accredited industry training curricula and commission TAFE to help develop other training programs; and (3) have industry provide TAFE with modern equipment, either at TAFE colleges, skills centers, or industrial sites. (MN)

ED 298 286 CE 050 799

Friedlander, Daniel
Subgroup Impacts and Performance Indicators for Selected Welfare Employment Programs.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Aug 88
NOTE- 184p.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Comparative Analysis; Employment Patterns; *Employment Programs; *Outcomes of Education; *Performance; Policy Formation; *Program Effectiveness; Salary Wage Differentials; Selective Admission; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Work Incenti.. Program

A study examined the effectiveness of five mandatory welfare employment programs in working with different segments of the Aid to Families with Dependent Children (AFDC) caseload. The study considered programs in San Diego, California; Baltimore, Maryland; several counties in Virginia; Little Rock and another county in Arkansas; and Cook County (including Chicago) in Illinois. The experimental groups consisted of persons who could receive the special service programs. Welfare recipients assigned to the control groups could not receive the services under study. They could, however, avail themselves of other community services (on their own initiative). The impacts and outcomes identified indicate that, if maximizing program impacts while limiting resources is the goal, it is a mistake to concentrate only on serving the most job-ready portion of the AFDC population. It also appeared relatively clear that programs should not focus exclusively on the most disadvantaged among the Work Incentive (WIN)-mandatory caseload (at least not with low- to moderate-cost services). The data collected suggest that program operators wishing to maximize impacts on earnings may find it desirable to work first with applicant returnees or applicants with weak work records, whereas those operators desiring to maximize welfare savings devote increased effort to the most dependent client groups. (MN)

ED 298 300 CE 050 848

Building a Quality Workforce. A Joint Initiative.
Department of Commerce, Washington, D.C.; Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
PUB DATE- Jul 88
NOTE- 87p.
AVAILABLE FROM- Office of Public Affairs, Employment and Training Administration, U.S. Department of Labor, 200 Constitution Avenue NW, Room S-2307, Washington, DC 20210.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Business Responsibility; *Educational Attitudes; Educational Improvement; Educational Trends; Education Work Relationship; Elementary Secondary Education; *Employer Attitudes; *Employment Qualifications; *Entry Workers; Futures (of Society); Job Skills; *Labor Needs; *School Business Relationship; School Role

For this joint effort among three Cabinet Agencies, studies by a variety of organizations were reviewed and 134 business leaders and 34 education leaders in many communities throughout the United States were interviewed to determine what businesses find lacking among new entrants into the labor force and what employers' work force needs will be in the future. In addition, seven employer/school forums were held across the country. Some of the findings were the following: (1) the workplace and the economy as well as job requirements are changing rapidly; (2) the basic skills gap between what business needs and the qualifications of entry-level workers is widening; (3) employers find the competencies of entry-level workers deficient in basic mathematics, reading, writing, and communications, as well as in problem solving and teamwork; (4) lack of these skills is costing American business money; (5) educators agree with business about the skills needed in the workplace but few educators acknowledge that the gaps are as severe as business indicates; (6) business must do a better job of anticipating future work force needs and communicating them to educators, parents, students, and the community; and (7) more cooperation between business and the educational community is needed. It is concluded that in order to close the skills gap, the quality of education must be improved, businesses must assist schools, and the community must be mobilized to ensure the best education for young people and a high quality work force for the nation. In addition to describing research findings, the report also contains descriptive profiles of three communities which are successfully closing the gap between workplace needs and workforce capabilities. (An annotated bibliography is appended, as are lists of forum participants and business persons and educators consulted.) (KC)

ED 298 357 CG 019 176

Britton, Patti O., Ed.; And Others
Conflict and Challenge--Teen Programs Today.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 86
NOTE- 54p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; Contraception; Early Parenthood; Educational Opportunities; *Pregnancy; *Prevention; *Program Descriptions; *Sex Education; *Sexuality
This issue of Emphasis addresses the educator's role in confronting adolescent pregnancy by presenting articles on educational programs for adolescents which have been developed and/or implemented by Planned Parenthood affiliates. Programs are presented which attempt to provide information to adolescents or to the community; to change attitudes, such as changing young men's attitudes about responsibility for contraception; or to change behavior. Articles include: (1) "In Perspective" (Susan Newcomer)--people and programs in sexuality education; (2) "A Center for Change" (Sally Kohn and Pat Maloney)--an inner city teen pregnancy prevention program; (3) "Males: A New Market" (Joanne Rocco Bruno)--Planned Parenthood programs for men; (4) "Panel for Prevention" (Pat Lyden)--views on delaying sexual activity and using contraceptives responsibly; (5) "The Case for Counseling" (Ellen Taves) emphasizes personal history and relevant choices in the counseling process; (6) "A Community of Volunteers" (Margo Mills-Smith)--teen outreach program; (7) "Progress for Peers" (Cindy J. Biggs)--an Ohio Community-implemented high school education program; (8) "Close-Up: Doug Kirby" (Michael McGee)--an interview with the director of research at the Center for Population Options; (9) "The Clinic Connection" (Marcia Aslakson) describes a Michigan school-based teen health clinic; (10) "Accent on...Electronic Sexuality" tells of a Milwaukee forum that addressed the question of whether teen sexual attitudes and behavior are influenced by music; (11) "Humboldt Heralds FLE" (Randy Crutcher) focuses on a family life education (FLE) program in California; (12) "How to Say No" (Patricia Brogan and Patti O. Britton)) provides teens with the skills to say no to undesired sexual intercourse; (13) "A Cornucopia of Care" (Cathy Ahart) describes a program for helping teens and their families with practical support; (14) "Dallas Drama in Demand" (Elena Love) tells of a Texas teen theater troupe that improvises skits dealing with problems of peer pressure and teen pregnancy; and (15) "Courting Challenge" (Jaxie Farrell) discusses a Washington program taught jointly by Planned Parenthood and the Walla Walla office of Juvenile Court Services. A 25-page annotated bibligraphy dealing with topics such as sexuality education, contraception, parenthood, and reproductive health is appended. (NB)

ED 298 596 CS 506 378

Buzza, Bonnie Wilson
Speech Communication Courses as Basics in Teacher Preparation.
PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Higher Education; Instructional Effectiveness; *Speech Communication; *Speech Curriculum; Teacher Education; Undergraduate Study
IDENTIFIERS- Speech Communication Education
The "speech methods" course can be made more meaningful to its students, and more manageable for its faculty, by the development and use of a pre-methods sequence of teacher preparation which involves advising, focusing content and assignments, and providing occasional seminar sessions for the speech education students and their teachers. While involving a little extra time along the way, the pre-methods sequence nevertheless makes maximum use of both faculty and student time and improves the methods experience itself by: (1) starting with a sound program; (2) using what is available; (3) focusing specific assignments as necessary; and (4) adding to it as little as possible. The essential undergraduate curriculum can help students obtain a position, serve as an effective member of a group and an organization, negotiate issues, support colleagues, relate to supervisors, and make presentations to parent-teacher associations, school boards, and voters. Both the content and processes of a well-developed speech communication program can enhance the careers and professional lives of future teachers. (RAE)

ED 298 416 CG 021 098

Haffner, Debra; Casey, Sean
Como Planear Mi Vida = Make a Life for Yourself.
Center for Population Options, Washington, DC.
PUB DATE- Sep 87
NOTE- 32p.; Printed on colored paper. For English only version, see CG 021 097.
LANGUAGE- Spanish; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Career Choice; Contraception; Decision Making; Early Parenthood; High Schools; Hispanic Americans; Job Search Methods; *Objectives; *Planning; *Sexuality; *Student Educational Objectives; Student Employment
This booklet for teenagers about life planning is presented in parallel English and Spanish versions with a special focus on young Hispanics growing up in America. It discusses hopes and dreams that adolescents may have and gives tips for reaching goals. A sentence completion exercise is included to help readers set goals. Four important goals for teenagers are presented and discussed: (1) graduating from high school; (2) waiting to have a baby; (3) getting a job at the present time; and (4) planning a job for the future. The section on delaying parenthood discusses sexual behavior of teenagers, abstinence, and birth control. The section on getting a job as a teenager presents tips for job hunting and interviewing tips. The booklet concludes with a sentence completion exercise which helps readers to focus on their own life plan. (NB)

ED 298 461 CS 009 313

Ediger, Marlow
The Psychology of Reading Instruction (A Collection of Essays).
PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Educational Philosophy; Educational Psychology; Elementary Secondary Education; Holistic Approach; Individualized Reading; Inservice Teacher Education; Mastery Learning; Motivation; Poetry; *Reading Instruction; Social Studies; Textbooks

Focusing on various areas of concern to classroom teachers, this collection contains the following essays: (1) "Herbart versus Froebel on Teaching Pupils"; (2) "The Integrated Reading Curriculum"; (3) "Motivation and the Learner in Reading"; (4) "Issues in the Reading Curriculum"; (5) "Inservice Education and the Curriculum"; (6) "Textbooks and the School Curriculum"; (7) "Improving the Reading Curriculum"; (8) "Classical Poetry in the Language Arts"; (9) "Issues in Microcomputer Use in the Classroom"; (10) "Evaluation and the Psychology of Learning"; and (11) "The Basics in the Social Studies Curriculum." (SR)

ED 298 477 CS 009 336

Read-Aloud Programs for the Elderly. Check This Out Series.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Institutionalized Persons; Library Materials; *Library Services; *Nursing Homes; *Older Adults; *Outreach Programs; *Reading Aloud to Others; Volunteers
IDENTIFIERS- Library Services and Construction Act

In order to provide regular read-aloud programs in nursing homes, to mentally stimulate and enrich the institutionalized elderly, and to improve access to library materials and services a project, proposed by the Seattle Public Library, provided training for volunteers in read-aloud techniques, sensitivity to nursing home residents, and meeting the needs of the frail elderly. A by-product of the project, funded with money from the Library Services and Construction Act, was the development of an instructional manual for use by library staff, volunteer coordinators, and activity directors interested in conducting read-aloud programs. Staff and volunteers conducted 372 programs for 3,396 residents in 9 months, with volunteers contributing 90% of the programming time. The results of the project led to its incorporation into the overall outreach program of the library and the creation of an annotated bibliography of more than 200 titles appropriate for read-aloud programs. (MS)

ED 298 493 CS 211 458

Flower, Linda
The Construction of Purpose in Writing and Reading. Occasional Paper No. 4.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Naval Research, London (England).
PUB DATE- Jul 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Protocol Analysis; Reading Processes; *Rhetoric; Theory Practice Relationship; Writing (Composition); Writing Processes; Writing Skills
IDENTIFIERS- *Purpose (Composition); Self Monitoring

How writers come by, find, or create their sense of purpose and whether readers are at all aware of or affected by this purposeful, sometimes elaborate rhetorical structure the writer labored to construct are questions that have motivated critical discussions of the construction of purpose. Using think-aloud protocols, the construction of purpose can be tracked and a more precise view of the way purpose infuses the thinking process in individual writers and readers can be reached. The view of purpose as a complex web of meaning which writers build and which readers in their own, independently constructive way infer, leaves several provocative questions unanswered. This view asks for a refinement of the theoretical understanding of how individual purposes interact with context and convention in the creation of text and for a broader vision of reading as both a constructive, cognitive process and a rhetorical event in which readers use their knowledge of human purposes to build a meaningful and coherent text. A more robust view of literate purposes may aid teachers in helping students take control of their own reading and writing processes in the service of their own rhetorical purposes. (Twenty-five references are attached.) (RS)

ED 298 508 CS 211 474

Wilhoit, Frances Goins, Ed.
Journalism Abstracts. Volume 25, 1987.
Association for Education in Journalism and Mass Communication.
PUB DATE- 87
NOTE- 136p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, 1621 College St., University of South Carolina, Columbia, SC 29208-0251 ($8.00 member, $10.00 nonmembers, $15.00 institution).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; *Doctoral Dissertations; Graduate Study; Higher Education; Journalism; Mass Media; *Masters Theses; *Media Research
IDENTIFIERS- *Journalism Research

Collected from 55 universities in the United States and Canada, and published by the Association for Education in Journalism and Mass Communication, this volume contains 339 abstracts of research dissertations and theses accepted for graduate degrees in journalism and mass communications from July 1, 1986 through June 30, 1987. Only research project abstracts are included; abstracts of creative projects done to complete the graduation degree requirements are excluded. Abstracts are indexed by institution, author, and subject. Subjects include audience research; content analysis (newspapers); development communication; visual communication; and writing style. A list of 188 dissertations compiled from "Dissertation Abstracts International" (March 1987) is appended. (MM)

ED 298 538 CS 211 523

Kahl, Marilyn, Ed.
Teaching Ideas. Potpourri 8.
Southland Council of Teachers of English.
PUB DATE- 83
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; *Learning Activities; *Teacher Developed Materials; *Writing Exercises
IDENTIFIERS- *Writing Assignments

This publication contains a collection of teaching ideas and class activities for organization, journals, dictation, creative writing, outlines, poetry, vocabulary, film review word cards, paragraphing, career research and much more. Some of the materials, listed with their authors, include: (1) "Magazine Board" (Frieda Owen); (2) "Survival" (Robert E. Coleman); (3) "Lazy Learning Center" (Norma Smith); (4) "Guided Fantasy" (Susan Metz); (5) "Comic Book Lit" (Jeffrey Paul Jones); (6) "Coffeehouse" (Renee Campbell); (7) "Mail Call" (Polly Duncan); and (8) "Teen Town" (Jean Dahling). (MS)

ED 298 553 CS 506 324

Parsons, Patrick R.
Student Values and Professional Self-Selection.
PUB DATE- Jul 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Higher Education; Journalism; Majors (Students); *Moral Values; Public Relations; *Social Values; *Student Attitudes; *Student Characteristics; Telecommunications; Undergraduate Students
IDENTIFIERS- Values Research
To investigate the fundamental cultural values and political attitudes of communications students at the beginning of their professional education, and to compare the differing attitudes of students in advertising, print and broadcast journalism, telecommunications, and public relations, a study surveyed journalism and communications students at four universities--Pennsylvania State University, The University of Minnesota, California State University at Fullerton, and Louisiana State University. A total of 734 usable questionnaires were completed. Those students from mass communications, business, and marketing were excluded, and the remaining 585 responses were analyzed. Students responded to 18 statements on various issues such as pollution, disarmament, and homosexuality, rating them on a Likert-like scale. In addition, students were asked to rank order 16 occupations on the basis of respect for the profession. An additional 11 Likert-like items probed life ambitions. Results revealed that: (1) advertising students were primarily motivated by a desire for material success; (2) print journalism students were motivated by a desire to write; (3) public relations students indicated extreme discomfort with creative work (including writing); (4) telecommunications students seemed more interested in a secure career in the creative arts than in political involvement; and (5) broadcast journalists were more conservative than other majors on questions of abortion, premarital sex, gay rights, and marijuana. (Five tables of data are included.) (MM)

ED 298 567 CS 506 339

Bates, Benjamin J.
Deregulation and Station Trafficking.
PUB DATE- Jul 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; *Commercial Television; Federal Regulation; Media Research; *Ownership
IDENTIFIERS- Broadcast Licensing; Deregulation; Federal Communications Commission; Government Business Relationship; *Station Trafficking; Television Stations
To test whether the revocation of the Federal Communications Commission's "Anti-Trafficking" rule (requiring television station owners to keep a station for three years before transferring its license to another party) impacted station owner behavior, a study compared the behavior of television station "traffickers" (owners seeking quick turnovers of their stations) with those who held onto their stations for longer periods. Specifically, the study examined the results of trafficking behavior on station prices. The study analyzed 26 cases where stations were traded at least twice (involving periods of ownership of three years of less) during the period of 1973-1986, and for which full information on the original purchase price and the later sale price was available. Other measures considered the influence of various factors, including network affiliation, and whether the current owner or purchaser owned other media properties at the time of sale. The influence of competing stations and cable penetration were measured by the change in number of competing stations and the change in cable penetration levels from the time the station was originally purchased to the time at which it was sold. Results indicated that no statistically significant difference existed in the station price growth rates of "traffickers" and other owners. In fact, controlling for the influence of other factors, "traffickers" appeared to achieve marginally lower growth rates than other owners. (Two tables of data are included.) (MM)

ED 298 581

CS 506 353

Preiss, Raymond W.; Kerssen, Jeffrey D.
Receiver Apprehension in Educational Settings: A Typology of Outcomes and Comprehensive Bibliography.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Classification; Cognitive Processes; *Communication Apprehension; Communication Problems; Educational Research; Elementary Secondary Education; Higher Education; *Receptive Language
IDENTIFIERS- *Receiver Apprehension
Focusing on educational settings, this paper examines receiver apprehension (anxiety associated with the decoding, interpreting, and/or adjusting psychologically to messages sent by others). The first section, in a review of the literature, discusses the theoretical basis for receiver apprehension. A summary of educational consequences is contained in the second section, indicating that while educational consequences have not been specified, receiver apprehension has been associated with decrements in measures of academic achievement and with higher levels of test anxiety. The third section presents a typology of potential educational outcomes of receiver apprehension, characterized into major educational domains based upon the conceptual nature of receiver apprehension. Three figures are included. Twenty-nine references and a 31-item comprehensive bibliography of empirical research on receiver apprehension are attached. (SR)

ED 298 626 EA 020 286

Leithwood, K. A.
The Nature, Causes and Consequences of Principals' Practices: A Framework for Research and Review of Recent Literature.
PUB DATE- Apr 88
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Principals; *Research Design; Research Methodology; Research Needs
IDENTIFIERS- Administrator Behavior; *Centre for Principal Development ON; Ontario; Ontario Institute for Studies in Education
The Centre for Principal Development at the Ontario Institute for Studies in Education is a new organization devoted to research and professional development. This paper describes the framework for the center's research program and reviews research reported since 1985 that is relevant to each of the components. The review serves two purposes: (1) to identify aspects of the principalship most in need of further research; and (2) to establish a context for appreciating the significance of three studies in particular, focusing on three aspects of principals' internal mental states or processes: cognitive flexibility (Stager), values (Begley) and the processing of evaluation data (Cousins). The framework for the review is based on three major categories of concepts: effect on students, practices, and influences on principals. Other topics discussed include methodological characteristics of the research and a summary of the results in each of these three major categories. Extensive notes, references, and tables are included. (TE)

ED 298 642

EA 020 316

Lawson, John H.
Managing vs. Leading Our Schools.
PUB DATE- 26 Jul 88
NOTE- 12p.; Keynote speech given before the Leadership Development Institute (Waterville Valley, NH, July 25-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Decentralization; Elementary Secondary Education; Instructional Leadership; Interprofessional Relationship; Leadership Qualities; *Leadership Responsibility; *Organizational Change; *Organizational Effectiveness; *School Supervision; Teacher Administrator Relationship
A revolution in American management is underway, based on theory, research, and hard fact, whose goal is to improve the productivity of our organizations, especially in the private sector, that must compete with other organizations here and abroad. The factor that empowers the work force and ultimately determines which organizations succeed or fail is leadership. Recent investigations of leadership have disclosed six characteristics of leaders: (1) long-term thinking; (2) awareness of relationship of part to whole; (3) emphasis on intangibles, such as vision, values, and motivation; (4) outstanding management skills; (5) excellent communications skills; and (6) focus on organizational renewal. In schools, which are more complex organizations, leadership involves management of attention, meaning, trust, and selves. Such leadership is evident when people feel significant, learning and competence matter, people are part of a community, and work is exciting. To be successful in the information age, schools must reorganize to provide flexibility, creativity, and innovation. This involves a shift from a hierarchical system to a model that emphasizes process and involvement of those affected, but where the leader still sets the agenda and inspires others to work together in pursuit of common objectives. (TE)

ED 298 386 CG 021 067

Thompson, Penelope Barnes; Mullin, Virginia Speltz
New Maps: Creating a Personal Plan for Aging.
PUB DATE- Mar 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Individual Power; *Middle Aged Adults; *Models; *Older Adults; Workshops
This document provides a theory on successful aging and describes a workshop method devised to inspire middle-aged and older adults to meet and embrace the challenge of growing older. A five-stage model is proposed, based on the assumptions that aging adults need not be victims of the various scenarios of aging that exist in American culture and that they can carve out individualized maps or life designs which will be meaningful for them as they age. Testing of the Creating New Maps model in workshop and lecture formats is discussed and the five stages necessary for successful completion of the workshop are described: (1) aging and power; (2) awareness and expression of emotions; (3) reframing/neutralizing negative thinking; (4) human models/ordinary heroes and heroines; and (5) daring to dream. Based on the multiple dimensions of map-making, clinical, political, and spiritual implications for understanding and helping adults take more effective charge of their aging process are discussed. (NB)

ED 298 401

CG 021 082

Silver, N. Clayton; And Others
Attitudes toward Women among Black and White University Students.
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; *Black Students; *College Students; Comparative Analysis; *Females; Higher Education; *Racial Differences; *Role Perception; Sex Differences; *Student Attitudes

Research dealing with attitudes toward women comparing black and white, male and female university students has had mixed results, but research on this topic has used a variety of measures. This study used black (N=162) and white (N=155) college students who completed Spence and Helmreich's 15-item Attitudes toward Women Scale which considers women's roles in the family and in society in general. A significant main effect for sex indicated that women were more liberal; there was neither a main effect of race nor a sex x race interaction. Results are consistent with previous research suggesting that as blacks are more fully integrated with the white community, blacks will assume some of the same sex role attitudes of whites, and race may not be a factor in large urban areas. The findings may be related to actual social change or to the sample studied. (Author/ABL)

ED 298 446

CS 009 292

Contributor's Guide to Periodicals in Reading.
International Reading Association, Newark, Del.
PUB DATE- Nov 87
NOTE- 24p.; Small print in colored ink on colored paper may affect legibility.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 493, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Editors; Elementary Secondary Education; Higher Education; *Reading; *Scholarly Journals

The two lists in this guide contain basic information about more than 140 periodicals that consistently carry materials about reading. The information was provided by the editors of those periodicals in response to a questionnaire. Questions were asked about the audience, materials published, processes that submitted articles go through, and submission guidelines. The first list is presented as a matrix. The second list provides such information as address, rate of publication, and circulation. (MS)

ED 298 524 CS 211 494

Roser, Nancy, Ed.; Frith, Margaret, Ed.
Children's Choices: Teaching with Books Children Like.
International Reading Association, Newark, Del.
REPORT NO.- ISNB-0-87207-735-7
PUB DATE- 83
NOTE- 131p.; Prepared for the International Reading Association/Children's Book Council Joint Committee.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 735, $5.00 member, $7.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Education; Literature Appreciation; Poetry; Reading Instruction; *Reading Materials; Reading Material Selection; Teaching Methods
IDENTIFIERS- Childrens Book Council; Childrens Writing; Trade Books

Supplementing Children's Choices--a list of children's literature that children grades K-8 found most enjoyable, published annually in "The Reading Teacher" journal--this collection of articles provides suggestions for effective use of children's favorite books in the classroom. In addition to providing an extensive bibliography of Children's Choices from 1974 to 1987, this book discusses which books and poems to use, how to structure the classroom, how to encourage writing, and how to stimulate children's responses to literature. Articles, listed with their authors, consist of: (1) "Classrooms That Help Children Like Books" (Janet Hickman); (2) "Writing by Children for Children" (Julie M. Jensen and Robin Rue Hawkins); (3) "A Look at the Illustrations in Children's Favorite Picture Books" (Patricia J. Cianciolo); (4) "For Dreamers, Wishers, and Magic Bean Buyers Only: Encouraging Children's Responses to Literature" (Lee Galda and Arlene Pillar); (5) "Literature in Programs for Gifted and Talented Children" (Dianne Monson); (6) "Choosing Poetry" (Sam Leaton Sebesta); (7) "The Development of a Literature Program" (Helen Huus); (8) "Selecting Trade Books with Children" (Helene Lang); (9) "Reading Interest Research and Children's Choices" (M. Jean Greenlaw). (MM)

ED 298 611 EA 020 240

Space Planning Guidelines.
Council of Educational Facility Planners, International, Columbus, OH.
PUB DATE- Jul 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Buildings; *Educational Facilities Planning; *Facility Guidelines; Higher Education; *Interior Space; *Spatial Relationship (Facilities)

These space planning guidelines are intended to be used as aids in determining space needs for the allocation and reallocation of existing space and new space. Directed to identifying types and amounts of nonresidential facilities required by departments on a campus, the manual is organized by 12 room-use categories that include classroom, teaching laboratory, research laboratory, office, and library. Differences in educational programs are recognized by incorporating different variables to determine facilities needs such as full-time-equivalent students, weekly student contact hours, and module sizes that differ by discipline or personnel type. Space planning formulas from nine states and their higher education coordinating boards were reviewed prior to compiling the formula used in this guide. Information was also reviewed from five universities and the province of Ontario (Canada). Four exhibits demonstrate the formulas and ranges. The appendices contain room-type descriptions, a conversion table of credit hour to weekly student contact hour for classroom and instructional laboratory use, and staffing categories. (MLF)

ED 298 245 CE 044 793

Proceedings of the State Directors of Correctional Education Annual Meeting (4th, Atlanta, Georgia, July 14, 1985).
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 14 Jul 85
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; Correctional Institutions; Criminals; Educational Improvement; *Educational Needs; *Females; *Literacy Education; Postsecondary Education; *Prisoners; Rehabilitation Programs; Vocational Rehabilitation; *Workshops

This document contains the proceedings of an annual meeting of state directors of correctional education on the topic of "special needs of the female offender." Dianne Carter of the U.S. Department of Education's Correction Education Program opened the meeting with welcoming comments and reported on many activities of the corrections education program during the 1984-85 year. Pontheolla Williams, Special Assistant to the Director, Adult Literacy Initiative, U.S. Department of Education, discussed "The National Adult Literacy Initiative: Implications for Correctional Education." T. A. Ryan then conducted the training session on "special needs of the female offender." Workshop materials provided in this document include: overviews of the lecture outline and lecture narrative; action plans for the task group activity descriptions, administration, and assignment; task group rosters; and recommendations for research projects. Appendices include workshop report forms, evaluation form and responses, and two papers: "Special Needs of Female Offenders: Implications for Correctional Education Administrators and Supervisors" by T. A. Ryan and "Female Offenders with Emotional Problems" by Esther Heffernan. A list of participants is included in the report. (KC)

ED 298 258 CE 050 743

Woodworking Safety. A Guide for Teachers of Limited English Proficient Students.
Umatilla Education Service District, OR.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accident Prevention; Bilingual Instructional Materials; English (Second Language); *Hand Tools; Industrial Arts; *Limited English Speaking; Postsecondary Education; *Safety; Safety Equipment; Secondary Education; Shop Curriculum; *Spanish Speaking; *Test Items; Tests; Vocational Education; *Woodworking

This packet of materials was developed (1) to address the liability concerns of woodworking instructors by providing safety instruction materials and tests for limited English proficient (LEP) or Spanish-speaking students, and (2) to provide some ideas, strategies, and resources for working effectively with LEP students in the vocational classroom. Section I includes instructional strategies that can be used when working with LEP students. Section II contains the woodworking safety tests in both Spanish and English. Subjects include general safety rules, band saw, jig saw, table saw, radial arm saw, saber saw, portable circular saw, jointer, planer, lathe, drill press, portable electric drill, router, and sanders. An answer key is included. (KC)

ED 298 273 CE 050 771

Martin, Philip L.; Olmstead, Alan L.
Dislocated Farmers: Number, Distribution, and Impacts. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-01
PUB DATE- Jan 88
NOTE- 54p.; For a related document, see CE 050 772.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Dislocated Workers; Employment Programs; *Farmers; Farm Management; Federal Programs; Government Role; *Income; Job Training; Off Farm Agricultural Occupations; Policy Formation; Program Effectiveness; Public Policy; Retraining; Rural Farm Residents; *Rural to Urban Migration; *Structural Unemployment
IDENTIFIERS- Job Training Partnership Act 1982
This report is an overview of the current status of farmers in the U.S. economy, with an emphasis on the characteristics of displaced farmers, the reasons for their displacement, the effects of their displacement on the economy, and some policy recommendations for the future. Following an executive summary, the report is organized in five sections. The first section examines farming in the rural economy, considering the structure of agriculture in the United States, the farm work force, and agriculture-related businesses. In the second section, dislocation from agriculture is put in perspective, with information supplied about historical movement from the farm, Job Training Partnership Act guidelines on dislocated workers, and definitions and data concerning dislocated farmers for the 1980s. The third section discusses the number and distribution of at-risk farmers and the characteristics of displaced farmers. The impacts of farmer dislocation on farm production and prices, the rural community, and federal assistance for displaced farmers are the subject of the fourth section. The final section draws conclusions and makes recommendations for policy regarding dislocated farmers. An annotated bibliography of 40 items is included in the paper. (KC)

ED 298 287 CE 050 800

Auspos, Patricia; And Others
Maine. The Demonstration of State Work/Welfare Initiatives. Final Report on the Training Opportunities in the Private Sector Program.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Maine State Dept. of Human Services, Augusta.
PUB DATE- Apr 88
NOTE- 261p.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Demonstration Programs; *Incentives; *On the Job Training; Postsecondary Education; Prevocational Education; Program Development; *Program Effectiveness; Program Implementation; Statewide Planning; *Welfare Recipients; Work Experience Programs
IDENTIFIERS- *Maine; *Work Incentive Program
Training Opportunities in the Private Sector (TOPS) was a small-scale, voluntary program operated as one among many employment-related options available to recipients of Aid to Families with Dependent Children in Maine's Work Incentive (WIN) Program. TOPS was distinguished from Maine's other WIN demonstration activities by three program elements. It was a prescribed sequence of activities--prevocational training, unpaid work experience, and subsidized on-the-job training, preferably in the private sector. Second, it was intended to reach harder-to-employ clients. Third, it tended to involve more intensive use of staff time. A comparison of the experiences of an experimental group of TOPS participants with a control group that did not have access to the TOPS sequence indicated that TOPS produced employment and earnings gains that contained throughout the 3-year follow-up period. The combination of earnings gains and no welfare reductions led to substantial increases in the total measured income of TOPS enrollees. Because of the relatively high cost of the program and the absence of welfare savings, however, TOPS did not pay for itself from the perspective of government budgets within a 5-year period. (MN)

ED 298 315 CE 050 880

Faddis, Constance R.
The Helping Process Booklet for Administrators/Planners. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 32p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP02--$3.50; related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Career Education; Counseling; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; Secondary Education
This guidebook is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. An introduction sets forth the responsibilities of the adminstrator/planner. The rest of the booklet contains suggestions for ways to carry out the administrator/planner role creatively and effectively. The following steps are described: perform a needs assessment, access the needed resources, form a dropout prevention task force, adopt or develop a program model, prepare a written agreement, allocate staff and resources, reorganize school structures, manage the program budget, provide inservice, encourage flexibility and creativity, evaluate the program, and review evaluation findings with the task force. (YLB)

ED 298 328 CE 050 903

Howell, Shirley
Pre-Employment and Employment Skills Modules. Adult Literacy Project.
Grayson County Coll., Sherman/Denison, Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 89p.; For related modules, see CE 050 905-906.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Behavioral Objectives; Career Development; *Employment Interviews; *Employment Potential; Illiteracy; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; *Literacy Education

These 10 modules provide job search training for adults and youths. The activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps. Introductory materials are intended to help the facilitator of the job search training sessions get started. This basic information is provided for each module: time frame, session type, key concepts, and list of competencies. Exercises in each module provide a brief description of the exercise and steps to follow. Module topics are introduction to job search skills training, understanding the power of the skills triad--transferable and self-management skills, identifying and meeting the employer's expectations, collection of data--personal data booklet development, collection of data--personal data booklet, application preparation, developing telephone contacts, the interview process (peer practice), the interview process--video interview, and developing job leads. (YLB)

ED 298 343 CE 050 938

Dransutavicius, Fiona, Ed.
Partnerships in Education Resource Manual.
Industry Education Council (Hamilton-Wentworth), Hamilton (Ontario).
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 88
NOTE- 123p.; For a related document, see CE 050 939.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Career Exploration; Careers; Cooperation; *Cooperative Programs; *Education Work Relationship; Foreign Countries; Industry; *School Business Relationship; *School Community Relationship; Secondary Education
IDENTIFIERS- Canada; *Industry Education Councils; *Partnerships in Education

This resource manual documents an example of an exemplary program of cooperation among businesses, industries, community organizations, and schools in the Hamilton-Wentworth region in Canada. It presents an Industry-Education Council (IEC) model that provides a framework to achieve the goal of finding community partners for each interested school. Part I discusses the partnership concept, including goals and benefits for the school and business. Part II on project development presents a model, lists 10 steps to partnership development, provides sample organization and school profiles and a partnership plan of action, and describes the roles of the IEC, partnership advisory council, adopt-a-school project coordinator, school coordinator, and community partner coordinator. Part III focuses on publicity. Sample news releases, brochure, newsletters, and newspaper articles are provided. Part IV on partnership activities includes a list of suggested activities, suggests what schools can do for community partners, and recommends links between subject areas and various divisions within a business. Part V contains an evaluation instrument. Appendixes include letters of support, sample correspondence, and updates on the program. (YLB)

ED 298 372 CG 021 052

Dietrich, Coralie
Home Delivery of Pain Therapy to Elderly Patients.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988). For related documents, see CG 021 050-051.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Coping; *Home Programs; Home Visits; *Older Adults; Outreach Programs; Program Effectiveness; *Relaxation Training; Rural Population; *Self Control
IDENTIFIERS- *Chronic Pain; *Pain Control
Chronic pain occurs most frequently in the elderly. Unfortunately, most pain clinics are located in large urban areas and are not readily accessible to the rural elderly. Recent advances in behavioral medicine have provided pain relief techniques that can be used by a wide variety of professional and paraprofessional workers who do not have sophisticated training in psychology. A program was developed which could apply those techniques to the elderly and which could deliver the treatment to rural clients in their homes. The program was tested on 45 community dwelling rural elderly persons with osteoarthritis. At different points in the project, 11 subjects served as a placebo group and were given an educational program concerning osteoarthritis combined with wellness activities, and 10 subjects served as no treatment controls. The experimental group of 24 subjects received semantic behavior therapy consisting of a combination of imagery and relaxation exercises for the relief of chronic pain. Subjects who received treatment reported significant reduction in pain, especially in the extent to which it interfered with their life. They also showed improvement in overall psychological adjustment, morale, and coping ability following treatment. (NB)

ED 298 430 CS 009 273

Pritchard, Robert
The Effects of Cultural Schemata on Reading Processing Strategies.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; Cultural Traits; Foreign Countries; Grade 11; High Schools; Reader Text Relationship; Reading Comprehension; *Reading Processes; Reading Research; *Reading Strategies
IDENTIFIERS- Cultural Values; Palau; Schema Theory

A study examined the relationship between cultural schemata and the reading process to identify the strategies proficient readers employ to develop their understanding of culturally familiar and unfamiliar passages and to examine those strategies in relation to the cultural backgrounds of the readers and the cultural perspectives of the reading materials. Subjects, 30 American and 30 Palauan eleventh grade students (from the Paulau Islands) identified by their teachers as proficient readers, read and responded to a passage concerning funeral rites of the other culture. The subjects' think-aloud protocols and post-reading retelling were analyzed in four phases: (1) phase 1 produced a taxonomy of 22 processing strategies and five categories of strategies; (2) phase 2 determined statistically significant differences in the frequency with which subjects used these strategies when reading culturally familiar and unfamiliar passages; (3) phase 3 identified three patterns in the manner in which individual subjects used the strategies to construct their interpretations of the passages; and (4) phase 4 revealed statistically significant differences in the number of idea units, elaborations, and distortions which appeared in the subjects' retellings. Results indicated that cultural schemata influence the processing strategies readers employ and the level of comprehension they achieve, and that comprehension monitoring strategies seem to provide the strategic scaffolding readers require to develop a unified meaning of text when they lack sufficient background knowledge. (Four tables of data are included; 41 references, the taxonomy of processing strategies, and two appendixes of data are attached.) (RS)

ED 298 301 CE 050 853

Elliott, Ronald T.; Benson, Robert T.
V-TECS Guide for Child Care Worker.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Case Studies; *Child Caregivers; *Child Care Occupations; *Clerical Occupations; Competency Based Education; Counseling Techniques; *Food Service; *Housekeepers; Learning Activities; Lesson Plans; *Occupational Home Economics; Secondary Education

This guide is intended to assist teachers responsible for instructing future child care workers. The competency-based course outline provided covers the following topics: planning activities or programs for young children, performing child guidance activities, performing food service activities, performing housekeeping activities, and performing clerical activities. The course outline is organized in the form of duty sheets. Each duty sheet contains some or all of the following: a performance objective, a task, the source of the standard, conditions for performance of the task, enabling objectives, resources, suggested teaching activities, a criterion-referenced measure, and a performance checklist. The activities provided are designed to train students in the performance of job-relevant tasks. All three domains of learning--psychomotor, cognitive, and affective--are addressed. Activities are provided for use with a number of instructional methods, including group discussion, independent study, and team learning. Appendixes include sample case situations; a bibliography; a cross-referenced table of duties, tasks, and performance objectives; definitions of key pertinent terms; and sources and references. (MN)

ED 298 358 CG 019 535

Coombs, Clyde H.
From Preference Theory to Social Conflict: The Structure of Conflict.
PUB DATE- 12 Sep 86
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Conflict Resolution; *Mathematics; *Problem Solving; *Social Problems; *Theories
IDENTIFIERS- *Approach Avoidance Conflict
The theory of individual preferential choice is a descriptive theory for the resolution of conflict within the individual. If there is only a single peaked preference function, it is relatively easy to find the preference. Under a multipeaked preference function, an optimal choice can be insured only after an exhaustive, costly search. Therefore, a set of conditions must be found to insure that a preference function will be single peaked. The first of these conditions is to recognize that options are composed of elemental components and that there are only two kinds: either more is better or more is worse. Their respective utility functions have positive slope and negative slope and are concave down. This concavity is supported by two psychological principles: that good things satiate and bad things escalate. A second condition is to screen available options by deleting those that are dominated; each option that survives either has more yield or less risk than any other. The individual recognizes that by giving up a little yield, a lot of risk can be avoided, or by taking a little more risk, a lot more yield can be obtained. In transferring this theory to social conflict, status quo equals zero for both parties. This is supported by two psychological principles: individuals, regardless of how they may assess their status quo, are motivated to improve on it and to avoid worsening it. There are three types of social conflict: (1) the two opposing functions occur within a single person; (2) the two opposing functions occur because two people want different things and must settle for the same thing; and (3) the the two opposing functions occur because two people want the same thing and must settle for a different thing. The process of resolving the third type of conflict is one of a sequence of unilateral actions and reactions to determine a winner, in contrast to the second type of conflict, which involves a search for a mutually acceptable outcome. In general, transforming the third type of conflict down into one of the others tends to make t he conflict easier to resolve in the sense of choosing an option, but requires power to impose the solution on the belligerents. (AA)

ED 298 417 CG 021 099

Walters, Peggy G.
Disruptive Youth Programs in Maryland.
PUB DATE- 86
NOTE- 14p.; Paper presented at the Annual National Conference on Dropout Prevention (1st, Winston-Salem, NC, March 27-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Behavior Problems; *Change Strategies; *Discipline; School Activities; *School Role; *State Programs; Student Behavior; *Student Problems
IDENTIFIERS- Maryland
This document describes the work of the Pupil Services Branch of the Maryland State Department of Education in its efforts to assist school districts and individual schools in the state in examining the causes of student disruption and in developing programs that are aimed at impacting disruptive students and creating more effective schools. A section on the historical background of state efforts to help disruptive youth briefly describes pilot programs which focused on long-term direct interventions (Alternative Programs); short-term direct interventions (Extended Pupil Services Programs); and long-term indirect interventions (Total School Intervention Programs) aimed at providing training and technical assistance to administrators, department heads, teachers, and guidance counselors in improving instruction and school climate in order to reduce student disruption. Total School Intervention Programming is explained and two model Total School Intervention Programs are described: the Instructional Leadership Project (ILP) and the Teacher Decision Making (TDM) Project. Five ways that the ILP staff provides services to meet system, school, and individual needs are listed, and four ways that the TDM facilitators provide services to participating schools are given. Evaluation of the two programs and dissemination of Total School Intervention Programs are discussed. (NB)

ED 298 447 CS 009 293

Hardt, Ulrich H., Ed.
Teaching Reading with the Other Language Arts.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-734-9
PUB DATE- 83
NOTE- 192p.; Prepared for the International Reading Association Committee on Reading and Its Relationship to the Other Language Arts.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 734, $7.00 member, $10.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; *Language Arts; Linguistics; Literature; *Oral Language; *Reading Instruction; Reading Writing Relationship; *Teacher Education; *Written Language

This book provides discussion of the theoretical foundation for the integration of the language arts as well as practical suggestions for K-12 educators and teacher trainees. The essays, listed with their authors, consist of (1) "Relating Reading and Other Language Arts: A Need for Reasoned Decisions" (Mark W. Aulls); (2) "Reading, Writing, Speaking, Listening: Language in Response to Context" (Margaret A. Atwell); (3) "Oral and Written Language: Related Processes of a Sociopsycholinguistic Nature" (Linda K. Crafton); (4) "Training Teachers to Integrate the Language Arts: An Elementary Preservice Model" (Sandra A. Rietz); (5) "Bringing Together Reading and Writing" (Dorothy J. Watson); (6) "Organizing the Elementary Classroom for Effective Language Learning" (Lynn K. Rhodes); (7) "Literature in the Language Arts Program" (Ulrich H. Hardt); (8) "Literature and the Language Arts for Middle Grade Students" (Arlene M. Pillar); (9) "Organizing the Secondary Classroom for Language Learning: A Practical Approach" (Nancy Wiseman Seminoff); (10) "Evaluation in the Holistic Reading/Language Arts Curriculum" (Richard Ammon); and (11) "Summary and Issues" (LaVisa Cam Wilson). (MS)

ED 298 462 CS 009 314

Ediger, Marlow
Reading and the Learner (A Collection of Essays).
PUB DATE- 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Objectives; Elementary Secondary Education; *Holistic Approach; Individualized Reading; Language Experience Approach; Mastery Learning; *Motivation; *Reading Instruction; Reading Readiness; *Spelling

Reflecting a concern for a broad base of knowledge in reading, this collection contains the following essays: (1) "Reading and the Language Arts"; (2) "The Integrated Reading Curriculum"; (3) "Oral Communication and the Curriculum"; (4) "Spelling in the Curriculum"; (5) "Motivation and the Learner in Reading"; and (6) "Reform in the Reading Curriculum." (SR)

ED 298 478 CS 009 337

Stahl, Norman A.
Back to the Trenches, You Pedagogical Dogs!
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Editorials; Educational Philosophy; Elementary Education; *Faculty Development; Inservice Teacher Education; *Management Development; *Professional Training; Reading Teachers
IDENTIFIERS- Georgia
It is time for the state of Georgia to adopt a policy mandating professors of reading education, state level bureaucrats, and district level reading supervisors overseeing reading programs to return to the classroom every three to five years for a designated period of service as reading teachers. Just as classroom teachers undergo inservice training, so should the upper level professionals. Benefits include giving the teacher educator first-hand observation of the changes in (1) the demographics and abilities of the student population; (2) the everyday activities and current attitudes of the teaching force; and (3) the school environment as a whole. In addition, the professor is provided with an opportunity to develop practical insights into new pedagogical theories, to field test curricular projects and to conduct applied research. (RS)

ED 298 494 CS 211 460

Nolan, Jack
Computerization and U.S. Collegiate Journalism Education: A Preliminary Report.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Journalism Education; Mass Media Effects; Surveys; Technological Advancement; *Word Processing; Writing Instruction
IDENTIFIERS- Journalism Research; Journalism Schools
The rapid adoption of computers for story writing by the mass media revolutionized some aspects of the journalistic art. A survey of journalism programs assessed the spread of computer technology from the newsrooms to its college and university journalism classrooms. Of the 271 institutions responding to the survey, 220 had adopted computers and only two were unconvinced that computers offered any advantages over typewriters. Most institutions computerized their instruction in the 1980s but limit their use of computers to word processing. There appears to have been little use of computers to explore or enhance the process of writing engaged in by students of journalism. It is clear that within the next few years virtually all journalism programs will, to a greater or lesser degree, be computerized. It remains to be seen if this will change the way journalism writing is taught. (RS)

ED 298 509 CS 211 476

Blanchard, Lydia
Writing-Thinking: The Historical Perspective for an Electronic World.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Creative Writing; Higher Education; *Teacher Role; *Television; Writing Processes
IDENTIFIERS- *Free Writing; *Orality
At almost the same moment teachers became aware of the special power that writing has for the creation of thought, they also became aware that the world has moved from literacy into "secondary orality." For many, this new world is threatening, an apparent challenge to the analytical thought that is fundamental for academic literacy. In particular, the fear is that with television, as Neil Postman argues, students may be amusing themselves to death. To future generations, however, these fears may seem as ill-founded as those Plato expressed on the dangers of writing. The task for teachers, then, is twofold: first, to guide students through the history of the communication revolution, so that they can be empowered by the knowledge of how different media affect thought in different ways, and second, to help students use one medium to challenge and engage another. Students engaged in a learning environment that combines the holistic and integrative world of television and the analytical and structured world of the computer are students who should be uniquely capable of using one medium, in the words of Marshall McLuhan, "to clobber other media." (Fifteen references are attached.) (Author/RAE)

ED 298 539 CS 211 524

Kahl, Marilyn, Ed.
Our Olympic Heritage. Potpourri 9.
Southland Council of Teachers of English.
PUB DATE- 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; Cultural Enrichment; Elementary Secondary Education; *Instructional Materials; *Learning Activities; *Mythology; *Writing Exercises
IDENTIFIERS- Greek Culture; *Greek Mythology; *Olympic Games; Roman Civilization; Writing Assignments

Devoted to Greek and Roman mythic contributions to culture and developed to tie in with the 1984 Olympic Games in California, this pamphlet includes exams, discussion topics, vocabulary, and other teaching ideas on the Olympic heritage. Most of the exercises were written by Nathan Reed Mathis, former president of Southland Council of Teachers of English. Some topics include: (1) "Creation"; (2) "Zeus"; (3) "Mythology"; (4) "Lovers"; (5) "Heroes"; and (6) "Classicism." (MS)

ED 298 582 CS 506 354

Thomas, Alice M.
Gender Communication at the Liberal Arts College: Improving the Climate.
PUB DATE- Jun 88
NOTE- 17p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988). Appendixes printed in small type on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Communication Research; Higher Education; *Interpersonal Communication; Sex Bias; *Sex Fairness; Sex Stereotypes
IDENTIFIERS- Communication Strategies; *Male Female Relationship; Saint Olaf College MN
A study gathered information to assist as guidance in planning gender communication awareness programs that were appropriate to the St. Olaf (Minnesota) college campus. Subjects, 92 female and 96 male faculty, 133 female and 136 male staff, and 100 students in the sophomore, junior, and senior classes filled out questionnaires designed to provide information about various understandings, perceptions and experiences regarding gender communication. The project was initiated by the Human Relations Coordinator who had recently assumed the responsibility of the equal opportunity office. Return rate was very high--between 70-75%. First, gender communication was defined at St. Olaf as "appropriate relationships between men and women in the St. Olaf community setting." This implied that the scope of the issue was broader than sexual harassment or discrimination and included such relationships as casual, day-to-day interactions. Second, the issue included interactions of genders and did not focus only on females or identify one gender as the oppressed and the other as an oppressor. Third, since gender communication does not occur in isolated segments of the community, all units were included in the study. The study provided information that resulted in improved understanding of the climate at St. Olaf and that can be used as a basis for future decisions. The information obtained from this project should encourage other institutions to think of their campus climate for gender communication in a similar broad perspective. The student, faculty, and staff questionnaires are attached.) (RAE)

ED 298 597 CS 506 379

Jones, Kevin T.
Towards a New Method of Classroom Speech Evaluation: The Small Group.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Evaluation Methods; Higher Education; *Peer Evaluation; *Speech Communication; *Speech Instruction; Undergraduate Study
IDENTIFIERS- Empirical Case Study; *Small Group Communication; Students as Subjects
A study investigated the use of small groups for speech evaluation in the fundamental speaking course. The use of a small group is seen as a method of reducing student fear of public criticism. Subjects were 97 male and female undergraduate students enrolled in Introduction to Speech courses at one of four different colleges in the Southern California area. The students were unaware that a study was being conducted and filled out a questionnaire they believed to be "standard procedure" for the class. Questions focused on subjects' perceived alteration of future behavior as a result of the method of evaluation that was used, along with their comfort with that method, the validity of the method, and whether or not they were threatened by that particular method. The second part of the questionnaire asked the subjects to rate which source of evaluation they would prefer--instructor, small group, or self. An ANOVA and T-test were conducted on the data in order to arrive at the conclusion. Results showed that the use of small groups was found to be an effective method of speech evaluation. (An evaluation questionnaire is attached.) (RAE)

ED 298 627 EA 020 287

Johnson, Debra
Policy Changes Following School Board Member Incumbent Defeat and Superintendent Turnover: A Case Study.
PUB DATE- Apr 88
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; *Boards of Education; Case Studies; Educational Change; Elementary Secondary Education; Majority Attitudes; Political Campaigns; *Political Influences; *Politics of Education; Public Opinion; Public Support; School Administration; *School Community Relationship; School District Reorganization; School Support; *Superintendents
The dissatisfaction theory of American democracy (Ianneccone and Lutz, 1970, 1978) purports that citizens do not become politically active until a high level of dissatisfaction is present and that superintendent turnover is the end result of a process in which the school board becomes increasingly unresponsive to its community, dissatisfaction prompts community members to defeat incumbent board members, and changes in board membership create value shifts often resulting in superintendent turnover. The paper proposes to support the dissatisfaction theory of American democracy through a case study of the Leafy Rivers School District. The study examines indicators of the three variables leading to changes in school policy--changes in community values, citizen participation, and school board values. It also documents the changes in school policy following the hiring of the new superintendent and categorizes the identified policy changes according to seven domains: (1) district reorganization; (2) educational goals; (3) personnel quality and choice; (4) testing and assessment; (5) educational finances; (6) building and facilities; and (7) interaction with the board. References and 15 pages of charts and graphs are included. (TE)

ED 298 643

EA 020 317

Oakes, Jeannie
Tracking in Secondary Schools: A Contextual Perspective.
Rand Corp., Santa Monica, Calif.
REPORT NO.- RAND/P-7342
PUB DATE- Apr 87
NOTE- 28p.
AVAILABLE FROM- Publication Sales, The RAND Corporation, 1700 Main Street, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Program Development; School Activities; Secondary Education; *Student Characteristics; *Track System (Education)

This article explores the school context of tracking, with a mention of the societal contexts of tracking. A brief review of tracking practices, assumptions, and evidence of effects is included in the beginning of the paper. Several relationships within the schooling context of tracking are discussed: (1) student characteristics and track placement; (2) track systems and track placements; (3) track systems, student placements, and learning opportunities; and (4) responses, outcomes, and future placements. Throughout the article, a set of hypotheses is raised to account for tracking's effects and its persistence as school practice. These hypotheses are as follows: (1) the schooling context of tracking consists of a complex set of relationships among structures and events within schools, and this schooling context has long-term consequences for students' cognitive and affective outcomes; (2) the societal context of tracking--specifically, historically grounded assumptions and shared norms about how schools should respond to student diversity--shapes the content and processes of school tracking; and (3) contextual considerations can explain tracking's persistence in schools despite empirical evidence against its effectiveness. Extensive references are included. (SI)

ED 298 387 CG 021 068

Dingess, Donald P.
The Relationship between School District Subsystem Characteristics and Teacher Burnout.
PUB DATE- Dec 84
NOTE- 120p.; M.S. Thesis, California State University, Long Beach.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; *Institutional Characteristics; School Demography; *School Districts; *Teacher Burnout; *Teacher Characteristics; *Teaching Conditions
This study examined the relationship between teacher burnout and characteristics of orientation, training, performance evaluation, and staff meeting subsystems of three Orange County, California school districts. Data for the school district subsystem characteristics were obtained in questionnaires and interviews with the personnel directors from the three districts. Data from the teachers were collected using the Maslach Burnout Inventory, the abridged form of the Social Readjustment Rating Scale, and a demographic data sheet. The hypotheses that school districts whose subsystems contained characteristics which reduce or eliminate internal or external demand, increase teacher capacities for meeting demands, or provide teachers with coping substitutes would have lower levels of teacher burnout than would school districts whose subsystems did not contain such characteristics were not supported. Failure to confirm the hypotheses was attributed to a general lack of variability on the independent and dependent variables, assumptions in the study design, and selective factors. Interesting relationships were found between various teacher and district demographic variables, life events, and burnout. (NB)

ED 298 402 CG 021 083

Chandler, Kelle P.; And Others
Family Environments of Victims of Childhood Sexual Abuse: Single- vs. Multiple-Incident Victims.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; College Students; *Family Characteristics; *Family Environment; Family Relationship; *Family Structure; Higher Education; High Risk Persons; *Risk; *Sexual Abuse; Victims of Crime

This study investigated family characteristics as risk factors for sexual abuse by examining the family environments of both abused and nonabused young adults as assessed by the Family Environment Scale. Participants were college students (N=230) at a major southeastern university. A total of 105 students reported sexual experiences which occurred before the age of 18 with persons at least five years older. A comparison group of 125 nonabused participants was matched to the victim group on age, race, marital status, and socioeconomic status. Nonvictims reported greater cohesion and organization for their families than did victims. Significant differences were not found between the single-incident victims' families and the multiple-incidents victims' families for either cohesion or organization. Failure to find the predicted differences between families of single- and multiple- incident victims suggests the risk of initial occurrence of sexual abuse but that other factors may determine whether abuse continues. Alternatively, cohesion and organization may not represent true risk factors for sexual abuse; instead they may perhaps be simply correlates of sexual abuse and/or characteristics of dysfunctional families. (ABL)

ED 298 463 CS 009 315

Hartman, Douglas Keith
Macrostructure Processing: How Direct Story Grammar Instruction Affects Comprehension.
PUB DATE- May 86
NOTE- 214p.; Master's Thesis, California State University at Fresno.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Grade 6; Instructional Effectiveness; Intermediate Grades; *Narration; *Reading Comprehension; *Reading Instruction; Reading Research; *Story Grammar; *Text Structure
IDENTIFIERS- Story Maps

A study measured the effects that direct instruction in narrative text structure using a story map (called "macrostruction") had on the comprehension of average and above average sixth-grade readers. A 2 x 2 x 2 repeated measures design was used with time, text, and treatment as the independent variables. The number of story grammar idea units recalled served as the dependent variable for free- and prompted-recall, with a 4-point rating scale used to categorize the type and frequency of responses given to short answer interpretive and applicative questions. Twenty-one subjects received a 4-week treatment in identifying and using the underlying structure of a text for improving reading comprehension, while a control group continued with routine classroom instruction. Contrary to similar studies conducted, the instructional treatment did have a significant effect upon the number of idea units recalled and the type of comprehension of better readers. Hypotheses concerning the amount and type of comprehension affected were supported. Possible explanation for these results are discussed and implications for teachers and researchers stated. (Author)

ED 298 525 CS 211 495

Aronowitz, Beverly-Lynne
Women's Fiction and Popular Romance: Student Audience and Teaching Dilemma.
PUB DATE- Oct 88
NOTE- 32p.; Paper presented at the Annual National Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; *Comparative Analysis; *Critical Reading; *Females; Fiction; Higher Education; *Literary Criticism; Literary Genres; *Literature Appreciation; Popular Culture; Teacher Student Relationship
IDENTIFIERS- *Romance Novels; *Text Factors

In this paper the instructor of a course on contemporary fiction by women about women recounts her experiences with the dissonance that developed between her students and herself during the reading of one of the assigned texts. The instructor explores the reasons underlying the disparate perspectives between two audiences during the act of reading: the instructor who draws on traditional critical insights to understand the aesthetics of literature (along with its inherent ethical and social values), and her students who react affectively and who bring to the literature extraliterary expectations fostered by popular romance formulae. To understand the differences in audience reception, the paper examines three intervals of text from a well-considered contemporary novel and parallel excerpts from a sample of the popular romance genre. The excerpts--the title and introductory paragraph, a prelude to sex, and the sexual encounter--are analyzed in the paper to discern similarities and differences in authorial intent or design, control of language, narrative technique, character delineation, and manipulation of the reader's empathy and point of view. The instructor also considers how best to provide students with critical reading skills so that they might begin to appreciate through traditional means non-traditional but worthy examples of literature which speak to shared human concerns. (One appendix containing questions to facilitate group discussion is attached.) (MS)

ED 298 554 CS 506 325

Sanders, Keith P.; Hagahmed, Gamaleldin O.
Developmental Play: A New Approach to the Role of Mass Media in Developing Countries.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Cognitive Processes; *Cultural Context; *Developing Nations; Developmental Programs; *Mass Media Role; *Mass Media Use; *Models; Motivation; Self Concept
IDENTIFIERS- Developmental Play
Most of the "talk" about the role of mass media in the Third World is generated by politicians rather than by professional communicators. The "Developmental Play Model" treats media experience as an encounter with the "self" and considers the "self" as an integral part of the mass communication process. The Developmental Play Model calls for separation of communication from information, of opinion from fact. Development is measured in terms of the growth of the self and therefore deals with matters of self-image, motivation, pleasure, and the creation of, and pride in, culture. Information processing in this model is a phase that precedes attitude formation. The process starts at the psychological level, moves to the social level, and ends at the physical level. The Developmental Play Model consists of two major stages: one that shows how the process starts at the psychological reality level and one that probes the motivational process. A major difference between this model and the dominant linear models is that the former takes attitudes as its principal component while the latter takes information or messages as its principal component. The major contribution of this model is its attempt to solve the problem of motivation, by using local culture as a principal motivator to media exposure, rather than by importing foreign cultures. (Four figures and 12 notes are included, and 28 references are attached.) (MS)

ED 298 568 CS 506 340

Whitlow, S. Scott; Van Tubergen, G. Norman
Resolving Reality and Academe: Putting the Individual Back into the Team Project.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Higher Education; *Self Disclosure (Individuals); *Self Efficacy; *Simulation; Student Attitudes; Teaching Methods; *Teamwork
IDENTIFIERS- Advertising Agencies; Advertising Occupations
Team projects are commonly used for assignments in advertising coursework, since they parallel the team effort which ad professionals experience as a customary part of their work experience. However, while offering many benefits, this teaching format often means reduced visibility and/or responsibility for the individual. In creating this agency pseudo-reality, an essential element of reality is usually omitted, that is that the egos of account team members in a real advertising agency often vie, and the work load is not always shared equitably. Also, in the reality of the academic world, team assignments, although they add variety, realism, and opportunities for more focused instruction, conflict with the responsibility of instructors to evaluate the student in terms of his or her own unique contribution. Self-promotion requires each student to assume responsibility for making the instructor aware of his or her individual efforts on team projects--just as success in the real agency world requires the team member to self-promote to a significant other. Students are given an outline of the concept, an assigned reading list and proposal for self-application. Each student has an individual consultation with the instructor, followed by team, instructor and personal evaluation at the end of the term. Self-promotion contributes to an overall educational goal of pushing students to develop their potential. (Three exhibits outlining self-promotive techniques and references are attached.) (RAE)

ED 298 612 EA 020 244

Local School Finance in North Carolina. A Yardstick for Measuring Local Support of Our Schools.
Public School Forum of North Carolina, Raleigh.
PUB DATE- 87
NOTE- 38p.
AVAILABLE FROM- Publications, Public School Forum of North Carolina, 117 Glenwood Avenue, Raleigh, NC 27603 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Support; *Cost Indexes; *Educational Finance; Elementary Secondary Education; Financial Support; Public Schools; *School Support; School Taxes; Tax Rates
IDENTIFIERS- Impact Aid; *North Carolina

This document presents the results of a Forum study of local financial support of schools. The primary objective was to devise a yardstick to measure the local effort in a way useful to both citizens and policymakers. Data on property wealth for each of the 140 local school systems in North Carolina were developed. School systems making the greatest effort to finance the school system placed higher on the overall ranking. Reports provided data on total valuation by county, latest year of revaluation, countywide tax rates, and tax rates for supplemental school taxes. The Department of Public Instruction provided information on federal impact aid grants. The following five tables describe the data used in developing the rankings: (1) Overall Ranking of Local Effort To Finance Schools; (2) Ranking of Five-Year School Funding Effort as a Percentage of Income-Adjusted Local Revenue Based on State Average of County-Wide And Supplemental Tax Rate; (3) Summary of State Property Tax Rates and Valuations And Revenue Per Child; (4) Ranking of Adjusted Property Valuation per Child; and (5) Ranking by Effective Tax Rates. What resulted is an overall ranking that combines three measures: relative effort, actual effort, and ability to pay. (SI)

ED 298 246 CE 048 714

Education for Employment Guidebook. Guidelines for Development of Education for Employment Systems. Revised.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 87
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Articulation (Education); *Career Education; *Education Work Relationship; *Employment Potential; Guidelines; Institutional Cooperation; Postsecondary Education; *Program Development; *Regional Programs; Secondary Education; Vocational Education
IDENTIFIERS- *Education for Employment Systems; Illinois

This guidebook is intended for use by local personnel during the planning, development, implementation, and evaluation of an education for employment system. (An education for employment system is defined as a consortium of high schools and area vocational centers, working with the local community colleges, which pools resources to meet the education for employment needs of the area's youth and adults.) An introduction and materials for the first three phases for establishing regional systems are included. (Materials for the final two phases are being developed.) The introduction contains the policy statement and administrative plan, as well as a discussion of the mission and characteristics of education for employment. Phase I covers the development of a planning grant proposal; it is concerned with initiating the planning process in a local area and includes a sample planning grant proposal format and instruction. Phase II guidelines emphasize establishing a project operating structure, collecting and analyzing information for program decision making, developing a comprehensive information dissemination program, and developing and formalizing a joint agreement. Appendixes to this section include sample questionnaires, forms, and joint agreements. Phase III guidelines include instructions for (1) developing cooperative agreements and policy manuals for systems that have formalized a cooperative agreement, (2) verifying a task list, and (3) developing articulation agreements. Appendixes to this section include a recommended articulation outline for community college districts and the secondary education for employment as well as samples of comprehensive and specific articulation. (YLB)

ED 298 259 CE 050 745

Howe, Michael
How To Construct a Local Labor Market Study.
Milt Wright and Associates, Northridge, CA.
REPORT NO.- ISBN-0-942071-08-5
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demand Occupations; Employment Opportunities; Employment Patterns; *Employment Statistics; Guidelines; *Labor Market; *Occupational Surveys; *Research Methodology; Secondary Education; *Statistical Analysis; Vocational Education

This manual was designed to help educators collect both general and specific information regarding labor market conditions within their community. Such information can be used to design employment training programs that will serve the needs of local employers as well as provide more information regarding employment opportunities for students enrolled in their programs. The manual provides the basics for researching, gathering, analyzing, and reporting on the local labor market. It explains how to use state and national studies of current labor markets in assessing local labor market changes and in identifying in what occupations employees are needed. It also introduces the means by which to construct usable data collection methods. A sample survey instrument is included. (KC)

ED 298 274 CE 050 772

Saupe, William E.; Salant, Priscilla
Programs and Policies To Assist Displaced Farmers. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-02
PUB DATE- Jan 88
NOTE- 114p.; For a related document, see CE 050 771.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Dislocated Workers; *Employment Programs; *Farmers; *Federal Programs; Job Training; *Program Effectiveness; Program Improvement; *Retraining; Structural Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

A study examined and evaluated both public and private efforts to assist dislocated farmers, with particular emphasis on employment and training programs. The study found that about 46,000 farmers are currently leaving farming each year, and the rate probably will continue for the next several years. Since the majority of the farmers who leave farming are under 45 years of age, there is a need to retrain them for other jobs. The primary employment and training program currently serving dislocated farmers is the Job Training Partnership Act (JTPA). The JTPA has experienced some success in retraining farmers, although statistics are difficult to obtain. The study identified five key elements in successful retraining programs: (1) use of trained field staff for outreach activities; (2) setting enrollment criteria in a way that permits enrollment of the target population with a minimum of embarrassment; (3) use of a neutral service center removed from the stigma of "welfare"; (4) statewide leadership; and (5) a state structure that permits support of the most aggressive local projects. Obstacles to farmer retraining include the lengthy and uncertain process of farm dislocation, the lack of nonfarm job opportunities in rural communities, and the farmers' lack of job search skills and self-confidence. The study concluded that the JTPA model of public investment in human capital is an appropriate one for retraining dislocated farmers but that long-term solutions to structural unemployment are also needed. (Sixty-two references are listed and 73 interviews are cited.) (KC)

ED 298 316 CE 050 881

Faddis, Constance R.

The Helping Process Booklet for Program Coordinators. Dropout Prevention Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 34p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP03--$3.50; related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Cooperative Programs; *Coordination; Coordinators; Counseling; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; Secondary Education

This booklet for dropout prevention program coordinators is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. An introduction lists the qualities a good program coordinator must have or will need to develop as well as the specific tasks a program coordinator must do to make the helping process work at his/her school. The remainder of the booklet offers suggestions for ways to perform these tasks efficiently and effectively. These creative ways to carry out the program coordinator role are discussed: tailor the model program to the school, publicize the program in school and community, select participating faculty and staff, provide inservice on the helping process, organize and modify school programs and courses, set up and maintain open lines of communication, conduct or supervise student intake, select students' helping process team members, facilitate helping process teams' first meetings, coordinate the use of in-school program volunteers, oversee the general program effort in school, serve as liaison with program administration, supervise or conduct recordkeeping, collect and use formative evaluation data, collect summative data, and do whatever is necessary to make it all work. (YLB)

ED 298 329 CE 050 905

Howard, Ora
Social/Personal Skills Modules. Adult Literacy Project.
Grayson County Coll., Sherman/Denison, Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 201p.; For related modules, see CE 050 903 and CE 050 906.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Assertiveness; Behavioral Objectives; *Communication Skills; *Decision Making; Learning Activities; Learning Modules; Literacy Education; Problem Solving; *Self Concept; Social Cognition; *Stress Management
This personal/social skills training series consisting of five modules is designed to complement basic academic skills and employment skills training. The objective of the training is to address the affective competencies that adults need to attain and succeed in vocational training and employment. An introduction provides materials for the facilitator, including a list of resource materials, a bibliography, and audiovisual materials. Each module begins with a training outline for structuring each training session. The outline provides for instruction, modeling, self-assessment activities, experiential activities, and feedback and reinforcement. A script serves as a guideline for introducing activities and skill rehearsal. An outline is also presented to provide instructions for using the materials in the module. Activity sheets for each activity list goals, describe group application, and set forth the procedure. Module topics are self-awareness, assertiveness skills, problem solving and decision making, stress management skills, and communication skills. (YLB)

ED 298 344 CE 050 939

Industry-Education Partnership Councils. A Comprehensive Handbook for Local Action To Improve Industry-Education Cooperation.
Industry Education Council (Hamilton-Wentworth), Hamilton (Ontario).
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 88
NOTE- 126p.; For a related document, see CE 050 938.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Action; *Cooperative Programs; Education Work Relationship; Foreign Countries; Industry; *Program Development; Program Implementation; *School Business Relationship; *School Community Relationship; Secondary Education
IDENTIFIERS- Canada; *Industry Education Councils; *Partnerships in Education

This handbook provides basic information about forming and operating an industry-education partnership council (IEPC). Purpose of the handbook is to enable interested communities to replicate the model IEPC and develop strong local industry-education alliances. Part I is an introduction to industry-education partnerships. Part II focuses on planning for action. Topics include establishing the need for an IEPC, getting started, preliminary steps, setting objectives, career education as a strategy, funding strategies, and program planning. Part III on organizing for action discusses the board of directors, executive director, operation of an IEC office, committee structure, and committee responsibilities. Part IV presents eight model projects. Each description includes goal, aim, strategy, action plan, funding, suggested partnership activities, and evaluation. Appendixes, amounting to over two-thirds of the handbook include sample materials, correspondence, surveys, forms, evaluation forms, questionnaires, and a variety of materials useful in forming and operating an IEPC. (YLB)

ED 298 373 CG 021 053

Schoeneman, Thomas J.; Curry, Susan
Attributions for Successful and Unsuccessful Health Behavior Change.
PUB DATE- Aug 87
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Change; College Students; *Failure; *Health Promotion; Higher Education; Individual Power; *Locus of Control; Self Evaluation (Individuals); *Success
Changing a health behavior and maintaining a positive change can be very difficult. This study examined attributions for health behavior change by using retrospective reports to elicit college students' (N=466) current views of successes and failures at adopting health promoting behaviors. In completing the Health Behavior Questionnaire, 229 subjects provided details of a successful attempt to change a health behavior and 237 subjects provided details on an unsuccessful attempt. Subjects freely generated their own causal ascriptions and used the Causal Dimension Scale to locate their attributions on the dimensions of locus, stability, and controllability. Causal dimension scores indicated that the average attribution was internal, unstable, and controllable and that success attributions were more stable and controllable than were failure attributions. This suggests a tendency to make attributions that enhance perceived control over health behavior outcomes. A self-serving attributional bias was observed for reports involving exercise and substance use, but not for eating. Successful road safety habit changes were more external, more stable, and less controllable than were unsuccessful changes. Stable attributions were associated with expectations that previous outcomes would continue into the future. (Author/NB)

ED 298 431 CS 009 275

Berger, Allen
Influences Contributing to Lasting Improvements in Reading and Writing in the United States.
PUB DATE- 19 Sep 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; Higher Education; Reading Improvement; *Reading Instruction; Reading Teachers; Teacher Education; Writing Improvement; Writing Instruction
IDENTIFIERS- Educational Issues
Unlike trends in reading and writing instruction which are shortlived, such as speed reading, performance contracting, and the i.t.a. (initial teaching alphabet), certain influences exist which contribute to lasting improvements in reading and writing. Several factors can help to distinguish trends from the more permanent influences on education. A historical perspective is necessary for a sound research-based reading and writing curriculum to meet the needs of changing populations. It is also necessary to strive for greater language precision when discussing literacy and learning disabilities. Other cultures, languages, and customs must be explored in order to teach reading and writing effectively to a diverse population. All of these factors should be considered when training reading and writing teachers at all levels. (A 27-item bibliography is attached.) (MM)

ED 298 479 CS 009 338

Whyte, Sarah
Whole Language Using Big Books.
PUB DATE- 88
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Class Activities; Grade 1; Lesson Plans; Primary Education; Reading Instruction; Skill Development; Supplementary Reading Materials; Teaching Methods
IDENTIFIERS- Nursery Rhymes; *Whole Language Approach; *Wright Company Big Books

Designed as thematic units around Wright Company Big Books, the lessons in this guide demonstrate ways that Big Books can be used in a whole language first grade program. Each lesson indicates skill focus, needed materials, procedures, and additional thoughts or suggestions about the lesson. Units consist of: "Bedtime" (five lessons); "Monsters and Giants" (five lessons); "Valentine's Day" (one lesson); "Houses" (two lessons); "Our Town" (four lessons); "Our Family" (four lessons); "Me" (one lesson); "Me (Feelings)" (three lessons); and "Me (Helping)" (one lesson). A discussion about using African folk tales in the classroom, and a list of African tales are provided. The following information is included in the appendix: a list of themes and Wright Books used; a thematic listing of poems/songs and their authors; a list of nursery rhymes for use in whole language activities; a thematic listing of trade books and their authors; possible big book material; a whole language and writing bibliography; and a teacher resource bibliography. (MM)

ED 298 540 CS 211 525

Kahl, Marilyn, Ed.
Fantasy and Folklore. Potpourri 10.
Southland Council of Teachers of English.
PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Fantasy; *Folk Culture; Learning Activities; *Teacher Developed Materials; Writing Exercises
IDENTIFIERS- Writing Assignments

This publication on fantasy and folklore is a collection of puzzles, games, stories, exercises, activities, and other ideas for teachers. Materials and their authors include: (1) "Once upon a Plot" (Joyce Bennett); (2) "Kennings" (Marjorie Merwin); (3) "Putting a Hex On" (Marilyn Kahl); (4) "What's Your Sign?" (Frieda Singe); (5) "Origins" (Judith Diltz); (6) "Writing Fairy Tales" (David Burmester); and (7) "Fables for Fun" (Karla Brown). (MS)

ED 298 598 CS 506 381

Ritchie, L. David
Family Communication Patterns and the Flow of Information in the Family.
PUB DATE- Jul 88
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Family Attitudes; *Family Relationship; Family Structure; *Interaction Process Analysis; *Interpersonal Communication; Models
IDENTIFIERS- *Family Communication Pattern
A study extended and elaborated the coorientation model as a basis for reinterpreting Steven H. Chaffee and Jack M. McLeod's (1970) construct of family communication patterns. Melvin L. Kohn's (1977) theory of the influence of life experiences (e.g., conditions of employment) on parenting values argues that socio-orientation might better be interpreted as a measure of norms promoting conformity, and concept-orientation as a measure of norms promoting independence and intellectual autonomy. Jeanne Meadowcroft's (1986) finding that socio-orientation decreases with the age of the child supports the conformity/autonomy interpretation, and contradicts the traditional harmony/confrontation interpretation of family communication patterns. The conformity/autonomy interpretation also provides a theoretically sound basis for integrating the results of previous family communication patterns research. (Twenty-two references and two appendixes containing Family Communication Pattern items and information flow measures are attached.) (Author/RAE)

ED 298 288 CE 050 817

Planned Experience. A Survey and Synthesis of Criteria for Work Experience. A Staff Development Publication.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-27-X
PUB DATE- Sep 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Check Lists; *Curriculum Development; *Evaluation Criteria; Foreign Countries; Postsecondary Education; *Program Development; Program Evaluation; *Staff Development; *Vocational Education; *Work Experience Programs
IDENTIFIERS- United Kingdom

This document, which is based on a survey of over 500 staff members involved in approximately 150 work experience programs in the United Kingdom, deals with developing work experience programs and training the staff involved in these programs. The research project on which this document is based is briefly described. The first major section deals with the core criteria for work experience programs. It includes a checklist of criteria for experience programs, guidelines for using the checklist, and suggestions for designing an experience curriculum. Section 2 consists of case studies of the following types of work experience programs: a nationwide scheme, a small local service enterprise, a college-based work skills course, a production-based training workshop, a community project run by a voluntary organization, and a residential visit. The third section, which deals with program staffing, covers the following topics: qualities needed by staff members, sources from which staff are typically obtained, procedures for identifying staff training needs, staff development techniques, and a checklist of staff development activities. A bibliography concludes the guide. (MN)

ED 298 302 CE 050 854

Elliott, Ronald T.; Benson, Robert T.
V-TECS Guide for Commercial Foods.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 266p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Technigues; *Competence; Competency Based Education; *Cooking Instruction; Cooks; Course Content; *Food Service; *Foods Instruction; *Food Standards; Job Skills; Learning Activities; Lesson Plans; Recordkeeping; Secondary Education; Teaching Methods; Technical Occupations; Vocational Education
This guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and achievement testing for commercial foods occupations. It can be used with any teaching method, and it addresses all three domains of learning: psychomotor, cognitive, and affective. The guide contains eight units that cover the following topics: organizing and planning; directing and implementing; inspecting and evaluating; maintaining forms, records, and reports; preparing food for cooking or serving; cooking food; preparing serving lines; and cleaning and maintaining dining hall and kitchen equipment. Each unit consists of lessons based on performance objectives. Units contain tasks, standards of performance, source of standards, conditions for performance, enabling objectives, resources, teaching activities, criterion-referenced measures, performance guide, and checklists for performance evaluation. Appendixes include definitions, a bibliography, an index of duties and tasks, sources of standards, and a list of tools and equipment. (KC)

ED 298 418 CG 021 100

Berger, Dale E.; Berger, Peggy M.
Deterring Drinking and Driving: The Australian Approach.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Civil Rights; Death; *Drinking; Foreign Countries; Identification; *Laws; Prevention; State Programs; *Traffic Accidents; *Traffic Safety
IDENTIFIERS- Australia; *Drinking Drivers; *Random Breath Testing
This paper begins by noting that recent efforts in the United States to reduce the incidence of alcohol-impaired driving have not been very effective and suggests that for efforts to be effective, they must raise the actual risk of punishment to a level that cannot be ignored by potential offenders. It then describes an effective system of controls on alcohol-impaired driving begun in Australia which includes extensive use of random breath testing for all drivers. Discussion is focused on efforts in three Australian states where 70% of the population resides. Approaches adopted by Victoria, New South Wales, and Queensland are described and data on fatal road crashes in each state over the past 15 years are presented. It is noted that when the program was implemented in New South Wales in 1982, road crash fatalities dropped 20% and the rate has remained at this lower level for the past 5 years. An important factor in the success of the program is the perception of increased risk of arrest for alcohol-impaired driving. Public agreement with the policy of random breath testing is discussed and a rise in agreement from 70% of drivers in 1979 to the current level of about 95% agreement is described. Legal problems to initiating programs of random breath testing in the United States are considered and the Australian experience with random breath testing is presented a a potentially valuable source of guidance for American efforts to improve the credibility and effectiveness of laws dealing with alcohol-impaired driving. (NB)

ED 298 448 CS 009 294

Pumfrey, Peter D.
Reading: Tests and Assessment Techniques. Second Edition. United Kingdom Reading Association Teaching of Reading Monograph Series.
Hodder and Stroughton, Ltd., Kent (Great Britain).; United Kingdom Reading Association.
REPORT NO.- ISBN-0-340-35632-4
PUB DATE- 85
NOTE- 354p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 998, $10.95 member, $12.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Foreign Countries; *Informal Reading Inventories; Instructional Materials; *Miscue Analysis; Reading Difficulties; *Reading Processes; *Reading Tests; Test Format
IDENTIFIERS- United Kingdom
The second edition of this British publication provides details of recent developments in the assessment of reading attainments and the analysis of reading processes. The book begins with a description of various types of reading tests and assessment techniques with consideration given to the purposes for which normative, criterion-referenced, and informal approaches are appropriate. A strategy for selecting instruments is outlined. A chapter is devoted to the Informal Reading Inventory and to oral miscue analysis. The major portion of the book consists of information and comment on 199 instruments and batteries of tests available to teachers for the assessment of their pupils' progress and for the identification, diagnosis, and analysis of reading difficulties. Over 125 new entries are described in this revision, and the country of origin of each test is stated. For the test descriptions and comment retained from the earlier edition, information has been updated and extended. The book concludes with details of other sources of reading test information plus an annotated bibliography of recent publications on the identification and alleviation of reading difficulties. (MS)

ED 298 495 CS 211 461

Mason, Felicia Lendonia
The Black Newspaper's Editorial Viewpoint on Brown Versus Board of Education: An Analysis of Four Papers from 1954-1984.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Attitudes; *Blacks; Case Studies; Content Analysis; *Desegregation Methods; *Desegregation Plans; *Editorials; Educational History; Elementary Secondary Education; Media Research; *Newspapers
IDENTIFIERS- *Black Newspapers; *Brown v Board of Education
To determine to what extent black African-American newspapers supported secondary desegregation efforts and to determine whether or not attitudes changed or remained constant after the initial ruling and after the 10th, 20th, and 30th, anniversaries of the May 17, 1954, "Brown versus Board of Education" decision, the editorial viewpoints of four African-American newspapers were analyzed. The newspapers were the "Los Angeles Sentinel," "Michigan Chronicle," "Norfolk Journal and Guide," and "New Pittsburgh Courier." Because of lack of availability only 10 editorials were analyzed. The data demonstrated that the 30th anniversary of the "Brown" decision in 1984 was not deemed significant enough by any of the newspapers to warrant a specific editorial statement. Findings indicated that the newspapers generally supported the original Supreme Court edict but became cynical in their editorial viewpoints as decades passed and the "all deliberate speed" mandate became one of "all deliberate delay." (Two tables of data and 30 notes are included.) (MS)

ED 298 510 CS 211 477

Hynes, Nancy
Virginia Woolf's "Three Guineas" and Betty Friedan's "The Second Stage": The Role of the Outsider.
PUB DATE- Jun 88
NOTE- 10p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Females; *Feminism; *Literary Criticism; Sex Bias; *Sex Role; Social Change; *Social Structure; Twentieth Century Literature
IDENTIFIERS- *Feminist Scholarship; Friedan (Betty); Theme (Literary); *Womens Literature; Woolf (Virginia)

Although both Virginia Woolf in "Three Guineas" and Betty Friedan in "The Second Stage" address the role of women as "outsiders" in a male-dominated society, their attitudes towards the issue--despite certain similarities--differ in at least one important way. "Three Guineas," a feminist-pacifist satire on patriarchy written on the brink of World War Two, asserts that women can not join the male-dominated society but must create a new society--an "outsiders' society"--using passive and active methods to work for the same aims. Friedan's book parallels Woolf's in subject matter: analyzing a women's movement; working for women's awareness of their educational, economic, and professional inequalities; and agreeing that not to bring feminine values into the public forum threatens human survival. Friedan analyzes the first stage of the women's movement, then calls for a second stage, one which liberates men from their "macho" image and restructures family and home. Despite some similarities in their attitudes, the major difference between Friedan and Woolf lies in Woolf's insistence on women's staying outside the system, while Friedan argues that women can no longer remain outside, but must work on the "inside," restructuring family and home to benefit both men and women. (MM)

ED 298 628 EA 020 289

Verstegen, Deborah A.; McGuire, C. Kent
The State of State Education Finance--Emerging Themes and Collapsing Constraints.

PUB DATE- Apr 88
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; *Educational Policy; Educational Trends; Elementary Secondary Education; Equalization Aid; Expenditure per Student; Expenditures; Federal Government; *Finance Reform; *Financial Support; Fiscal Capacity; Full State Funding; Government School Relationship; Politics of Education; Revenue Sharing; *State Federal Aid

New directions in federal educational policy in the 1980s have had clear and consistent implications for state education finance systems. This study reviews the financing arrangements that have emerged during the 1980s at the state level, discusses the costs of new legislative mandates and state programs, and assesses the extent to which federal programs associated with special populations have been taken over by the states and how these programs are funded. Data for the study were derived from U.S. investments in education during the past decade and reform expenditures by states, regions, and the nation, along with questionnaires sent to the finance directors in each state department of education. The following selected results of this data collection effort are reviewed: revenue sources for education from 1980 to the present; state financing of education excellence policies; state financing of special pupil populations; and current systems of revenue distribution across the United States. In addition, the climate of education in the current year is reviewed, and emerging themes and collapsing constraints in education finance policy are considered throughout. Extensive tables and charts are appended, and 62 references and notes are included. (TE)

ED 298 644

EA 020 318

Tarter, Scott; McCarthy, Martha

Early Retirement Incentive Programs for Teachers. Policy Issue Series No. 6.

Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- Jul 88
NOTE- 38p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Discrimination; Cost Effectiveness; *Discriminatory Legislation; *Early Retirement; Elementary Secondary Education; Employment Practices; Legislation; Public Schools; *State Legislation; *Teacher Retirement
IDENTIFIERS- Age Discrimination in Employment Act 1967; *Indiana

The first section of this policy paper provides an overview of the historical development of early retirement incentive programs (ERIPs), the legal status of ERIPs under the Age Discrimination in Employment Act (ADEA), cost/benefit analyses involving ERIPs, and consideration of ERIPs in Indiana. The second section contains a brief synopsis of state laws that pertain to teacher retirement systems and early retirement incentive programs. (Twenty-eight references are listed.) (SI)

ED 298 359 CG 019 822

Burdyshaw, Cynthia; Fowler, Marilyn
Family Life Education through Teen Theatre.
PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Contraception; Decision Making; *Family Life Education; Parent Child Relationship; *Peer Teaching; Program Development; Sexuality; *Theater Arts; *Youth Programs
This paper describes how to create a teenage theatre project and explains why such a project is effective in educating teenagers. New Image Teen Theatre is a project which has combined peer education and improvisational theater since 1981 to reach teenagers with accurate family planning information, encourage communication, and promote responsible decision making. Results from 3 years of pre/post testing show a 28% to 100% increase in knowledge about sexuality and contraception among cast members and teen audiences. Training and staff requirements for setting up a teenage theatre program are met by a budget of $25,000. Following open auditions and special training sessions on sexuality, contraception, sexual abuse, and substance abuse, the cast collaborates to write a repertoire of skits. Performances at Parent Teacher Association meetings, schools, churches, and youth and professional groups bring humor to the audience; release audience tension; and allow the audience to take in information, ask questions, and make comments freely. The paper concludes that the New Image program models responsible reactions to peer pressure to have sex and to use drugs, and communicates the harsh realities of teenage pregnancy. (Author/NB)

ED 298 388 CG 021 069

Younes, Lucy Alf
Review of Child Abuse and Neglect Research, 1985.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Nov 86
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Legal Problems; Research; School Role; *Sexual Abuse; Social Work
This document was designed to be used as a narrative compendium of current research in the area of child abuse and neglect, and as a research/reference aid to specific topics in the study of child maltreatment. Within each section heading, new publications are briefly described and their most important findings are highlighted, referenced by the author's last name. Each chapter includes a bibliography in standard form and the Clearinghouse on Child Abuse and Neglect Information identification number for readers wishing to contact the clearinghouse for assistance in locating a work. Entries are classified under the nine chapter headings of: (1) Of General Interest; (2) Current Research in Social Work and Child Protective Services Practice; (3) Current Research in the Law of Child Abuse and Neglect; (4) Current Child Abuse and Neglect Research for Mental Health Professionals; (5) Current Child Abuse and Neglect Research for Law Enforcement Professionals; (6) Current Child Abuse and Neglect Research for Educators; (7) Current Child Abuse and Neglect Research for Medical Professionals; (8) Publications for Parents and Children; and (9) Ongoing Child Abuse and Neglect Research. A subject index to the research review is included. (NB)

ED 298 403 CG 021 084

Hereford, Russell W.
The Market for Community Services for Older People.
Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- May 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; *Home Programs; *Housing; Medical Services; *Older Adults; *Private Agencies
IDENTIFIERS- *Chore Services; Home Repair
The Supportive Services Program for Older Persons is designed to demonstrate that a private market for home and community-based health related services can be developed in response to the demand expressed by older people and their families. The objective of the program is to expand the service options available to older people by letting market forces determine what services are needed. Currently, services available to the elderly are based upon what reimbursement programs will cover, rather than the elderly's total needs. Eleven home health agencies are participating in this demonstration. The most common services being offered are house-based products, such as minor home repair, heavy chores, and handyman services. Case management and caregiver education programs are also being offered, as are a wide range of additional services, such as personal emergency response systems, transportation, and personal affairs management. The services offered under this program have been developed in response to the demands expressed by a private market. Use of this approach, rather than relying on provider determined "needs" has led to a different array of services than traditionally are provided by home health agencies. At the same time, this program was also intended to develop non-medical types of services since the framework for acute care services at home is fairly well-developed. (Author/ABL)

ED 298 432 CS 009 276

Davidson, Jane L., Ed.
Counterpoint and Beyond: A Response to "Becoming a Nation of Readers."
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0876-8
PUB DATE- 88
NOTE- 115p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08768-015, $4.95 member, $6.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Higher Education; *Literacy; *Literature; Minority Groups; Phonics; Principals; Reader Response; *Reading Instruction; Teacher Attitudes
IDENTIFIERS- *Becoming a Nation of Readers
Elaborated by a group of teacher educators and reading researchers, this monograph serves as a forum for responses to the federally sponsored 1985 report, "Becoming a Nation of Readers." It consists of the following essays, listed here with their authors: (1) "Reading Instruction and Underlying Metaphors in 'Becoming a Nation of Readers'" (David Bloome and others); (2) "Emerging Literacy: What We Know Should Determine What We Do" (Jane L. Davidson and others); (3) "Nonmainstream Groups: Questions and Research Directions" (Jerrie Cobb Scott); (4) "Beyond Phonics to Language-Centered Learning" (Mary Anne Hall); (5) "A Question of Identity, or 'The Prince Was What?'" (Karla F. C. Holloway); (6) "Focusing on Meaning in Beginning Reading Instruction" (Connie A. Bridge); (7) "The Treatment of Literature and Minorities in 'Becoming a Nation of Readers'" (Rudine Sims Bishop); (8) "Extending Literacy: Extending the Perspective" (Harold L. Herber and Joan Nelson-Herber); (9) "A Principal's Perspective" (Bonnie C. Wilkerson); and (10) "Positive and Negative Choices: Impact on Curricula" (Gay Su Pinnell). (MS)

ED 298 464 CS 009 316

Minery, Bonnie
Computer Reading Rate Course for College Students?

PUB DATE- Jul 88
NOTE- 67p.; Graduate Project, William Paterson College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Software; *Freshman Composition; Higher Education; Reading Improvement; *Reading Rate; *Speed Reading; Time Management
IDENTIFIERS- Sack Yourman Speed Reading Course

A study examined the influence of the computer management feature of a commercially prepared speed reading software package on the reading rate and attitudes of college students towards computers as instructional tools. Subjects, 66 college freshman from lower-middle to middle socio-economic brackets (and divided into control and experimental groups) enrolled in the College Reading and Rate Improvement Course of William Paterson College, had borderline reading comprehension scores on standardized tests. Both groups used the Sack-Yourman Speed Reading Course, with the experimental group using the computer program to calculate their reading rates and comprehension scores. Results indicated that both groups made gains in reading efficiency, but that the experimental group using the computer management features made greater gains despite negative attitudes produced by troublesome computers and a mid-course change of instructor. (Four tables of data are included, and 34 references and two survey instruments are attached.) (RS)

ED 298 541 CS 211 529

Handbook for Written Composition, Kindergarten-Grade 8.
Chicago Board of Education, Ill.

PUB DATE- 87
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; Elementary Education; Holistic Evaluation; *Instructional Design; Student Writing Models; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- Chicago Public Schools IL; *Writing Assignments

Developed to provide teachers with a framework for writing instruction, this handbook presents the objectives for writing in the elementary schools from kindergarten through grade 8. After a brief overview of the handbook, information covered includes: (1) a description of writing types (creative expression, narration, exposition, persuasion, and description); (2) a discussion of instructional design, including the characteristics of an assignment, number and length requirements, and evaluation standards; (3) the writing process, including detailed steps for each of the writing stages; (4) suggestions for content area writing activities; (5) suggested family writing projects; and (6) writing in kindergarten through grade 8. The section for each level includes level objectives, samples of students' compositions, suggested topics, an assessment component, and management procedures for recording and reporting information. The appendix provides the following information: a sample informal letter; most frequent errors charts (teacher log and student log); proofreaders' marks (for primary, intermediate, and upper levels); manuscript handwriting model; cursive handwriting model; publishers of student writing; and writing contests for students. The bibliography of current publications provides additional information and support for structuring a classroom writing program. (MM)

ED 298 555 CS 506 326

Raymond, Nancy
Cosmetics Advertising: A Look at the Foundations.
PUB DATE- Jul 88
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Advertising; Cultural Traits; *Females; Media Research; *Periodicals; Popular Culture; *Science and Society
IDENTIFIERS- *Advertisements; Advertising Effectiveness; *Cosmetics
Social, economic, and popular scientific trends converged in the early twentieth century to support the mass popularity of cosmetics. Twentieth-century magazine ads for personal care and beauty products reflected the contemporary belief that "science" was on the verge of being able to cure almost anything, including physical flaws and aging, and conveyed the imperative that "science" was ready to transform cosmetics users' lives if they would only let it. The prevailing themes of the time of individualism, materialism, and egalitarianism had an impact on the national attitude toward beauty and cosmetics. Also, a variety of trends can be ascribed to the growth of the cosmetic industry, such as: (1) the spread of beauty parlors; (2) women's new assertiveness; (3) the growth of the pleasure ethic; and (4) savvy beauty entrepreneurs. Beauty and personal care products industries made extensive use of magazine ads, where cosmetic advertisers enticed their female public with quasi-scientific gadgets and terms. It appears that cosmetic advertising may have both reflected and reinforced (i.e. legitimized) the popular cultural concept of "scientific" progress and improvement. Though the mystique of specialized knowledge certainly did not arise in this era, its aura was used to such advantage by advertisers that the technique has survived to the present day. (Ten figures and 97 notes are included.) (MS)

ED 298 569 CS 506 341

Bishop, Robert L.; Boles, Wendy Gotchel
Osage Avenue Is Burning: The Influence of Race upon Crisis Public Relations in Philadelphia.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Mass Media Effects; *News Media; *Police Community Relationship; Publicity; *Public Relations; Racial Bias; Urban Problems
IDENTIFIERS- Black Newspapers; Media Coverage; Media Government Relationship; *MOVE (Group); *Pennsylvania (Philadelphia)

A study examined public relations aspects of the police confrontation and bombing of the revolutionary Black group, MOVE, in Philadelphia, in which 11 persons were killed, 250 were left homeless, and 61 homes were destroyed. It explored if and how race affected the crisis and whether Black media and general media were treated differently. City public relations personnel and journalists were interviewed. Press coverage was checked in "The Philadelphia Inquirer," the major newspaper in the city, and "The Philadelphia Tribune," the leading Black newspaper. The most important guideline for crisis public relations is that public relations managers must be included in policy planning and debate and that competent public relations managers have contingency plans for various potential emergencies, strikes, storms and other disasters. After the crisis erupts, it is necessary to first gain control of the informational crisis by controlling access to the scene. Findings showed that Philadelphia ignored clear warnings of impending crisis and almost completely failed to follow professional guidelines in preparing for and coping with the MOVE crisis. The careless manner in which the crisis was handled seriously hurt Philadelphia's reputation. Although the police public relations office has been improved, the city must develop a comprehensive crisis plan involving each departmental public relations unit, the interaction of these units with each other, and the chain of command. (Three tables of data are included.) (RAE)

ED 298 583 CS 506 355

Keith, Sandra
Women and Communication in Mathematics: One Woman's Viewpoint.
PUB DATE- Jun 88

NOTE- 16p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Females; Higher Education; Language Role; *Mathematical Vocabulary; *Mathematics Instruction; Mathematics Teachers; *Sex Fairness; Teaching Methods
IDENTIFIERS- Communication Behavior; Communication Strategies

A lot of excellent work has been going on in various college departments in the area of changing the curriculum to be more friendly to women. However, mathematics is frustratingly resilient to these alterations in curriculum. Moreover, many of the proposed changes are not necessarily central to the heart of the problem. The problem of why women fail in mathematics is tied up with the issue of what happens in the classroom. What is problematic is the way in which mathematics tends to be discussed in a mode of power, of intimidation and content, or "advocacy," a mode that women have traditionally felt uncomfortable with and in which they have not been accepted, particularly when dealing with competitors and adversaries, male or female. One suggestion is to address the audience as inquirers, where the interactive mode of response explanations addresses and encourages curiosity. The response mode enables the listener to ask questions, seek answers, and generally become active in a collaborative process, a much more constructive struggle than the traditional confrontations which the advocacy mode creates. The response mode would also demand more attention by the teacher and give less security, but it would do so without intimidation. Perhaps the most productive approach would be to institute workshops where teachers could learn to be more responsive to the needs of women and men alike. (MS)

ED 298 613 EA 020 262

Wirth, Arthur G.
Towards a Post-Industrial Intelligence: Gadamer and Dewey as Guides.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Theories; Elementary Secondary Education; Public Schools; *Science and Society; *Technological Literacy
IDENTIFIERS- *Dewey (John); Gadamer (Hans Georg)
The educational reform debate has produced two contrasting models for the future. The first model is one of technocratic control, which is based on the concept of standardized tests, accountability, and a quantifiable bottom-line approach to schools. The second model grows from a call for local school autonomy, teacher participation, and local initiatives. Two educational philosophers represent a challenge to the first model and offer insights that support the second model. Hans-George Gadamer warns of an unchecked influence of positivist science that would lead to a total technocracy. The alternative is to encourage the distinctive human characteristics of conversation and dialogue to reach for understanding. John Dewey is also quoted to support this notion of school reform. Dewey was in favor of a science that encouraged development and a democratic intelligence, rather than one in which specific disciplines and applications prevailed. The major theory supported in this paper is the democratic sociotechnical work theory, which is in sharp contrast to the current manipulative scientific management model. Sixteen references are appended. (LMS)

ED 298 260 CE 050 746

McGrann, James M.; Lippke, Lawrence A.
Year 2000 Computerized Farm Project. Final Report.
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Apr 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Agricultural Education; *Computer Oriented Programs; Computer Software; *Farm Management; *Management Information Systems; *Material Development; Postsecondary Education; *Rural Extension

An ongoing project was funded to develop and demonstrate a computerized approach to operation and management of a commercial-sized farm. Other project objectives were to facilitate the demonstration of the computerized farm to the public and to develop individual software packages and make them available to the public. Project accomplishments through 1986 included development of the Stiles Farm's computerized management information system, education and training in microcomputer use, and software development and distribution. Documentation of information about the project had a number of important goals, including attracting attention of a wide audience of potential funding participants, fostering the progressive agricultural technology image of the Stiles Farm Foundation and the Texas A&M Extension Service (TAES) computerized systems, attracting participants in education and demonstration activities, and enhancing the ability of TAES to facilitate improved management through subject matter education and computer use of staff and clientele. An evaluation of results showed that (1) several areas of change on the Stiles Farm have led to direct increased income facilitated by the use of information from the management information systems, (2) participants in short courses indicated returns above course costs, and (3) software development and distribution have been accelerated through project effort. (Project materials are appended, including lists of software titles, agricultural software vendors, and 38 references.) (YLB)

ED 298 330 CE 050 906

Perkins, Helen
Reading for Electronics Tutorial Modules. Adult Literacy Project.
Grayson County Coll., Sherman/Denison, Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 81p.; For related modules, see CE 050 903 and CE 050 905.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Electronics; Learning Activities; Learning Modules; Literacy Education; *Reading Skills; Trade and Industrial Education; *Vocabulary Skills
IDENTIFIERS- Job Related Reading
These four modules are designed to improve the basic vocabulary skills of students interested in the field of electronics and to introduce them to some basic vocabulary and information of basic electronics. The exercises, prepared for students reading below the eighth-grade level, provide strategies to help students learn the meaning of new words. The four modules are prefixes, suffixes, roots, and contexts. Each module begins with the appropriate performance objective. Informative material and worksheets are then provided. Answer keys are included. (YLB)

ED 298 345 CE 050 941

Doll, Lynda S.; Thompson, Dennis N.
The Instructional Effectiveness of the Microcomputer with an Elderly Population.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Age Differences; *Computer Assisted Instruction; Computer Graphics; *Courseware; Educational Research; *Instructional Design; *Instructional Effectiveness; Microcomputers; *Older Adults; Student Attitudes
A study compared the amount of contact and the attitudes of young and old individuals toward computers and computer-based instruction (CAI). Developmental differences were examined in the effectiveness of two instructional design features--the use of pictorial (graphics) versus highlighting--and extent of learner participation. Fifty elderly adults and 50 young adults were randomly assigned to five treatment groups--signaling, signaling/embedded questions, passive graphics, interactive graphics, and embedded questions. The five versions of the CAI lesson differed in the form of highlighting used and the extent to which learners had to respond actively. Following completion of the lesson, subjects took a prompted recall test. Subjects were also administered a survey assessing previous experience with computer-related technology and were pre- and posttested on attitudes toward computer-related technology. The main effect for highlighting was significant. Twenty percent of the elderly reported having used a microcomputer, compared with 98 percent of the young subjects. Both age groups were found to be slightly favorable toward CAI, and attitudes became slightly more favorable following participation in the study. Elderly subjects performed best on signaling; the young were best with graphics. Both age groups were relatively poor performers with interactive graphics. (YLB)

ED 298 374 CG 021 054

Schoeneman, Thomas J.; And Others
Attributional Search and Concern about the Future Following Smoking Cessation Treatment.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Change; *Failure; *Health Promotion; *Smoking; *Success
Some research on attribution processes has suggested that attributional search is exploratory behavior that serves adaptation and mastery motives. This study was conducted to investigate attributional search in reactions to success and failure after quitting smoking, to look for antecedents of attributional search other than expectancy and outcome, and to identify subjects' concerns about future outcomes. Sixty-one persons were telephoned 1.5 to 2 years after they had completed smoking cessation treatment and were asked to list the questions they asked themselves about the fact that they had quit smoking or continued to smoke. Number of attribution questions served as an index of attributional search and number of prediction questions was a marker for concern about the future. As predicted, smokers who had relapsed after a period of abstinence asked the most attribution questions and ex-smokers who slipped but returned to abstinence asked the most prediction questions. These results are consistent with previous demonstrations that attributional search is stimulated by unexpected and negative events and that concern about the future follows unexpected success. Regression analyses showed that a more extensive attributional search was associated with smoking outcome, occurrence of a slip, and lighter smoking habit before treatment, and that higher concern about the future was connected with shorter duration of habitual smoking. (Author/NB)

ED 298 480 CS 211 429

Francke, Warren T.
Team Investigation in the 19th Century: Sunday Sacrifices by the Reporting Corps.
PUB DATE- Jul 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editorials; Investigations; *Journalism History; *Mass Media Role; *News Reporting; *News Writing; Social History; Teamwork; United States History
IDENTIFIERS- *Investigative Reporting; Journalism Research; *Muckraking; Nineteenth Century History
Investigative reporting won new attention in the wake of the Watergate exposures of the 1970s, but few focused on the role of teamwork. Given the historiographical tendency to declare the Muckraking Era of the early 1900s the dawn of investigative reporting, this limitation of the popular reaction to Watergate was not surprising. In the twentieth century, the concept of team journalism is more often associated with "Time" magazine's institutionalized system of stringers, section editors, researchers, senior editors, and so on, than with such dynamic duos as Drew Pearson and Jack Anderson or Woodstein (Bob Woodward and Carl Bernstein). Early episodes in team reporting shared a key variable which sets them apart from the common run of "tour-guide reporting" where teams or individual reporters thoroughly describe the smells, sights, and sounds of the various locations under investigation. In each of the three cases examined--"Crowding the Poor/Appalling Pictures of Tenement-House Life"; the "Hell Hole" investigations; and the expose of the swill milk trade in New York--editors wanted a detailed investigation of several locations in a short time so that the separate scenes might be combined in a single article. In literary style and reporting technique, the team reports relied heavily on the elements characteristic of other tour-guide reporting. Using more reporters provided a more concentrated look at more scenes at the same time. The results in these cases were colorful, provocative stories of unusual sensory impact. (Forty-three notes are included.) (RAE)

ED 298 526 CS 211 496

Leahy, Peg; Zennie, Ziad
Summary of the Report on the Review of the "Writing to Read" Program as Implemented in The Kettering City Schools in the 1986-1987 and 1987-1988 School Years.
PUB DATE- 21 Jun 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Educational Research; Grade 1; Grade 2; Kindergarten; Primary Education; Program Effectiveness; *Program Evaluation; Reading Instruction; Reading Programs; Writing Instruction
IDENTIFIERS- Kettering City Schools OH; *Writing to Read Program

To establish a baseline for comparison of the goals of the "Writing to Read" (WTR) program--a computer-based instructional system designed to develop the writing and reading skills of kindergarten and first grade students, a study evaluated WTR in the Kettering City Schools in Ohio. The study examined six areas related to the program: (1) a 1987-1988 first grade student questionnaire focusing on attitudes about WTR; (2) a parent questionnaire soliciting opinions about WTR; (3) a survey of 1987-1988 first grade teachers participating in WTR; (4) a comparison of reading and language scores from the Comprehensive Test of Basic Skills, administered to second grade students who participated in the program and to those who did not; (5) a comparison of ratings on Competency Based Writing samples given to first and second grade students who had and had not participated in WTR in the Kettering City Schools; and (6) a comparison writing sample for eight classes--four first grade and four second grade. Two classes at each grade level participated in the program. Results indicated that students liked the different stations in the WTR room; parents thought that WTR should become a permanent program; teachers felt that WTR helped students produce creative stories and increased reading and writing vocabularies; and significant differences existed (both in the Comprehensive Test of Basic Skills and in writing sample comparisons) between second grade students who had participated in the program in first grade and those who had not. (MM)

ED 298 247 CE 050 134

Howe, Michael

Accessing Private Industry Council Funding.
Milt Wright and Associates, Northridge, CA.
REPORT NO.- ISBN-0-942071-07-7
PUB DATE- 87
NOTE- 50p.
AVAILABLE FROM- Milt Wright and Associates, Inc., 19151 Parthenia Street, Suite D, Northridge, CA 91325 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Federal Legislation; *Federal Programs; *Financial Support; *Fund Raising; *Job Training; Postsecondary Education; *Program Proposals; *Proposal Writing; Self Evaluation (Groups); Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils

This guide provides vocational educators and training program operators with information on how to develop, set up, and write proposals for Job Training Partnership Act (JTPA) funding. Section I presents a means by which the JTPA model can be understood and put into practice: collaboration, cooperation, and coordination. It briefly describes the JTPA funding base--what the Titles are, how the funds are allocated, for what purposes they are allocated, by whom they are allocated, and who receives the funds. Section II presents means and methods by which a self-assessment can be completed to determine if the program should propose to compete for JTPA funds. Section III focuses on preparing for a JTPA proposal. Topics include conducting a labor market survey and program review. Section IV discusses the seven steps in writing a JTPA proposal. Section V briefly addresses negotiating the proposal through the funding maze or working on approval of the proposal. Appendixes include a JTPA Trivia Quiz and a checklist for planning and writing a JTPA proposal. (YLB)

ED 298 275 CE 050 773

State Education Grant Job Training Partnership Act Performance Evaluation Handbook.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Sep 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Employment Programs; *Evaluation Methods; Federal Programs; *Job Training; Models; *Performance Factors; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Standards
IDENTIFIERS- *Job Training Partnership Act 1982

This handbook presents the policies and procedures of the performance evaluation system for the State Education Grant (SEG). (The SEG is that 8 percent of Title II-A of the Job Training Partnership Act (JTPA) designated for administration by the state education agency.) Chapter I contains the general requirements of the SEG performance evaluation system. Chapter II describes the SEG performance standard system for Program Year 1984. Chapter III discusses the performance standard system for Program Year 1985 and subsequent years. This system for adjustment of performance rates known as the "JTPA Regression Model" is addressed in detail, because it will be used in future years unless amended. Each of the seven standards is provided, along with the national departure point or rate, the influencing factors, national average rates for each factor, and the weight value for each factor. Appendixes include Program Year 1984 Title II-A Adult and Youth and Title III Adjusted Performance Standards for 27 service delivery areas in Pennsylvania, the point rating system, Program Year 1985 SEG performance standards to be used for planning purposes, and worksheets that training agencies may use to determine the status of adjustment to performance standards based on actual factors of the program and performance levels of the program. (YLB)

ED 298 289

CE 050 825

Research, Evaluation and Demonstration Projects. 11th Edition.
Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- PB88-158399
PUB DATE- 86
NOTE- 363p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; Annotated Bibliographies; Career Development; Career Education; *Demonstration Programs; *Educational Research; Employment Patterns; Employment Practices; *Employment Programs; Employment Services; Federal Legislation; *Job Training; *Labor Force Development; Labor Market; Postsecondary Education; Program Evaluation; *Research Projects; Retraining; Secondary Education; Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982

This book summarizes the projects funded by the Office of Strategic Planning and Policy Development of the Employment and Training Administration. It includes projects completed between 1978 and December 31, 1986. Report entries are arranged by National Technical Information Service order number. Each entry includes the following: title, corporate author, personal author, contract/grant number, report number, abstract, keywords, page count, media code, and price code. Indexes by title, keyword, corporate author, personal author, contract/grant number, and order/report are also included. Guidelines for submitting proposals for research and demonstration projects are appended. (MN)

ED 298 303 CE 050 855

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for Automobile Engine Performance Technician.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 470p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; Electronic Control; *Engines; *Equipment Maintenance; Equipment Utilization; Identification; Learning Activities; Lesson Plans; Measurement Equipment; *Mechanics (Process); Motor Vehicles; *Power Technology; Secondary Education; *Trade and Industrial Education
This guide is intended to assist teachers responsible for instructing future auto engine performance technicians. The following topics are covered: diagnosing engine performance problems, ignition system problems, fuel system problems, mechanically related performance problems, emission control system problems, and electronic control systems; maintaining ignitions, fuel systems, emission control systems, and electronic control systems; and conducting shop operations. The course outline is organized in the form of duty sheets. Each duty sheet contains some or all of the following: a performance objective (including a task, the source of the standard, and conditions for performance of the task); enabling objectives; resources; suggested teaching activities; a criterion-referenced measure (including questions, answers, a practical application, and a method of evaluating the practical application); and a performance checklist. The activities provided are designed to train students in the performance of job-relevant tasks. All three domains of learning--psychomotor, cognitive, and affective--are addressed. Appendixes include a cross-referenced table of duties, tasks, and performance objectives; definitions of key pertinent terms; a list of required tools, equipment, and work aids; a list of state-of-the-art literature; and a bibliography. (MN)

ED 298 317 CE 050 882

Faddis, Constance R.
The Helping Process Booklet for Team Members. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 34p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP04--$3.50; related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Classroom Techniques; Counseling; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; Intervention; Mentors; Parent Responsibility; *Parent Role; Potential Dropouts; *School Personnel; Secondary Education; *Teacher Role; Teaching Methods
This booklet for dropout prevention team members is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. Team members may include teachers, health care workers, parents, counselors, community volunteers, employers, or other caring adults. An introduction lists specific responsibilities of team members. The remainder of the booklet contains suggestions for ways that specific helping process team members can carry out their part of the Individual Helping Plan creatively and effectively. Creative ways are recommended for educators (academic and vocational instructors, bilingual/English as a second language instructors, tutors and classroom aides), support service persons (guidance counselors; truant officer/attendance aides; social workers, health care workers, and other noneducation professionals; community volunteers), parents and other family members, and employers. (YLB)

ED 298 496 CS 211 462

Abrahamson, Richard F., Ed.; Carter, Betty, Ed.
Books for You: A Booklist for Senior High Students. Tenth Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0364-2
PUB DATE- 88
NOTE- 518p.; Prepared by the Committee on the Senior High School Booklist. For previous editions, see ED 264 581-582.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd. Urbana, IL 61801 (Stock No. 03642-015, $9.95 member, $12.95 nonmember).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Books; *Fiction; High Schools; High School Students; Independent Reading; *Nonfiction; Reading Interests; Reading Materials; Reading Material Selection; *Recreational Reading

The 1200 books, published from 1985 through 1987, were selected to provide pleasurable reading for high school students. Annotated entries, listed by author, provide the title, publisher, year of publication, length, type: fiction or nonfiction, and are arranged alphabetically under 47 main categories. These include: (1) adventure and survival; (2) airplanes and automobiles; (3) animals and pets; (4) archaeology and anthropology; (5) art and architecture; (6) autobiography, biography, and collective biography; (7) careers and jobs; (8) classics; (9) colleges; (10) computer technology (11) dating and sexual awareness; (12) death and dying; (13) diaries, essays, journals, letters, and oral histories; (14) drama; (15) drugs and alcohol; (16) easy reading; (17) family relationships; (18) fantasy; (19) historical fiction; (20) history and geography; (21) hobbies and crafts; (22) Holocaust; (23) horror, witchcraft, the occult, and unexplained phenomena; (24) human rights; (25) humor and satire; (26) inspiration and religion; (27) language and languages; (28) movies, radio, and television; (29) music and dance; (30) mysteries, spies, and crime; (31) myths, legends, and folklore; (32) outdoor life and travel; (33) personal grooming and self-improvement; (34) poetry; (35) politics and law; (36) romance; (37) school stories; (38) science and ecology; (39) science fiction; (40) self help; (41) short stories; (42) social situations; (43) space and space exploration; (44) sports and recreation; (45) war; (46) westerns; and (47) your health and your body. A directory of publishers and indexes of authors and titles concludes the book. (MS)

ED 298 599 EA 020 125

Darling-Hammond, Linda; Berry, Barnett
The Evolution of Teacher Policy.
Center for Policy Research in Education.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0878-1; RAND/JRE-01
PUB DATE- Mar 88
NOTE- 97p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *State Legislation; *Teacher Certification; Teacher Education Programs; Teacher Employment; *Teacher Employment Benefits; *Teacher Qualifications; Teachers; *Teacher Salaries; *Teaching (Occupation)
This report is an attempt to classify and interpret the new pieces of state legislation influencing the teaching occupation: how teachers are trained, licensed, inducted, and compensated. The historical basis of recent teacher reforms and the concepts of teaching that these new policies embody are analyzed. Examined are trends in state teacher policies governing certification and compensation implemented between 1978 and 1986. Analysis was based on interviews with state officials, examinations of policy documents, and reports of state policy actions compiled by a variety of education organizations. The report is compiled into three divisions: (1) recent trends in teacher certification; (2) recent trends in teacher compensation; and (3) teacher policy in review. Sixty references are included. (SI)

ED 298 645

EA 020 319

Goodlad, John I.
Linking Schools and Universities. Symbiotic Partnerships. Occasional Paper No. 1.
Washington Univ., Seattle. Center for Educational Renewal.
PUB DATE- 87
NOTE- 49p.
AVAILABLE FROM- Publications, Center for Educational Renewal, College of Education, University of Washington, Seattle, WA 98195 ($3.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Cooperative Planning; *Cooperative Programs; Coordination; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Networks; Universities
IDENTIFIERS- *National Network for Educational Renewal
This paper discusses an approach to educational improvement through collaboration between schools and universities. It develops the concept of symbiosis between unlike institutions in which each recognizes need for the other in seeking to fulfill its self-interest. The first section defines the essential characteristics of successful renewal: that workers at all levels must have optimal opportunities to combine their expertise, and that there must be a continuous infusion of both relevant knowledge and alternative ideas for practice stemming from inquiry into the enterprise. Accordingly, the first section reviews past symbiotic efforts at educational reform that have collectively contributed insights to a partnership strategy. Based on these insights, the essentials of school-university partnerships are defined: (1) complementary dissimilarity among the partners; (2) overlapping self-interests and the recognition of such by all partners; and (3) commitment among all partners to the belief that the potential gains in satisfying self-interest are worth the efforts and inevitable sacrifices of close collaboration. The last part of the paper describes the principles, mission, goals, and structure of the National Network for Educational Renewal, which consists of 14 partnerships in different states. (TE)

ED 298 331 CE 050 909

Killingsworth, Jimmie, Ed.; And Others
Designing Writing Assignments for Vocational-Technical Courses. A Guide for Teachers in the Two-Year College and Technical Institute.
Texas Tech Univ., Lubbock.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Business Communication; *Content Area Writing; *Integrated Curriculum; Two Year Colleges; *Vocational Education; Vocational Schools; *Writing Across the Curriculum; *Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- *Job Related Literacy

The 27 articles in this 6-part guide provide information on developing and implementing writing instruction as part of content-area courses in two-year vocational-technical colleges. Part One, General Concerns, includes "Making Writing Work for You in the Interactive Classroom" (Killingsworth, Rude); "Evaluating and Responding to Student Writing" (Harris); and "Reinforcing the Scheme of Things: Using Word Processors in Writing across the Curriculum" (Barker). Part Two, Balancing World-of-Work Writing and Writing-as-Learning Assignments, contains "Learning Business through Writing" (Aickiff-Kennedy); "Writing to Revitalize Child Development Courses" (Marshall); "From Visualization to Communication: Writing in an Interior Design Course" (Farnan); and "A Medical-Surgical Nursing Class Participates in Writing across the Curriculum" (Aguilar). Contents of Part Three, Writing to Learn, are "Clinical Journal for Nursing Students" (Johnson); "Writing in Agricultural Marketing" (Schacht); "Writing-Intensive Course in Automotive Engine Repair" (Barnes); "Using Journals to Enhance Learning in Unarmed Defense Tactics" (Nichols); "Enhancing a Course in Office Procedures: Writing Assignments" (Leiker); and "Writing to Learn How to Teach in a Dental Hygiene Program" (Chacon, Whiteman). In Part Four, Writing to Accomplish Professional Goals, are "Writing-Intensive Course in Fashion Promotion" (Berthelsen); "Communications in High Technology" (Reid); "Writing-Intensive Course in Advertising" (Twomey); "Venture Plans for Management Students" (Moore); "Writing for the Real World: A Resume Writing Course for Vocational-Technical Students" (Halbert); and "(W)rites of Passage: Writing in the Public Administrative Careers Program" (Soliz). Writing Assignments and Course Plans, Part Five, includes "One Step at a Time: Composition in the Typing Class" (Aldana); "Writing-Intensive Course in Respiratory Care" (Bitsche); "Writing-Intensive Course in Basic Accounting II" (Watt); "Managerial Writing: A Skill as Important as Any Other Management Function" (Walker); "Writing and Organizational Behavior" (West); and "Progressions: Writing to Increase Skills in Fashion Merchandising" (Winstead). The last section, Writing across the Curriculum--Preparing Teachers and Students, contains "Writing across the Curriculum as a Challenge in Faculty Development" (DeArmond) and "Writing across the Curriculum and the Student in the Two-Year College" (Robinson). (SK)

ED 298 360 CG 021 040

Rafaeli, Anat
When Clerks Meet Customers: A Test of Variables Related to Emotional Expressions on the Job.
PUB DATE- Apr 88
NOTE- 31p.; Revision of a paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Dress Codes; Foreign Countries; *Interpersonal Relationship; *Prosocial Behavior; *Sales Workers; *Sex Differences; Work Environment
IDENTIFIERS- Israel; *Uniforms
Although many modern occupations require employees to express particular types of emotions while doing their jobs, little empirical evidence exists about factors related to emotional behavior on the job. This study investigated the relationship between emotional displays (smiling, greeting, thanking, eye contact) of sales clerks and variables of clerk attributes, clerk behaviors, customer attributes, and contextual factors. Specifically, the relationships between clerk gender, customer gender, the wearing of a uniform, and the display of positive emotions were examined. The behavior of 1,319 sales clerks during their interactions with customers was observed and coded. Female clerks were observed displaying positive emotions significantly more frequently than were male clerks. Male clients, however, were found to receive more positive emotional expressions than female clients. Employees were more likely to display positive emotions when wearing an organizational smock and a name tag. A lower level of positive emotional display was observed when a long line of customers was waiting or when a coworker was present. No relationship was observed between time of day and the display of positive emotion. The findings suggest that sex role socialization may generalize to behavior at work, especially the tendency of women to display a greater frequency of positive emotions, and the inclination of individuals of both sexes to attribute higher status to men. The findings also suggest that wearing organizational identifiers may be related to an increase in employees' self-awareness and may therefore be worthy of further organizational research. (Author/NB)

ED 298 389 CG 021 070

Child Abuse and Neglect: An Informed Approach to a Shared Concern.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Mar 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Family Characteristics; Identification; Incidence; Prevention; *Sexual Abuse

This publication provides basic information on the nature of child abuse and neglect, including chapters on: (1) the definition of relevant terms (physical abuse, neglect, emotional abuse, and sexual abuse); (2) the scope and magnitude of the problem of child abuse and neglect; (3) the causes of child maltreatment and the most common characteristics of maltreated children and their families; (4) indicators that can assist in identification of child abuse and neglect; (5) the requirements for reporting child abuse and neglect; (6) the kinds of efforts underway to prevent child abuse and neglect and to treat abused and neglected children and their families; and (7) the federal role in dealing with child maltreatment and the functions of the National Center on Child Abuse and Neglect. Appended are the names and addresses of the child protective services agencies for each state, followed by the state's procedures for reporting suspected child maltreatment; a list of national organizations concerned with child maltreatment; a list of national child welfare resource centers; and a selected bibliography of child abuse and neglect literature. (NB)

ED 298 404 CG 021 085

Schneider, Lawrence J.; And Others
Counseling Psychology from 1971 to 1986: A Perspective on and an Appraisal of Current Training Emphases.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College Students; *Counselor Training; *Higher Education; Longitudinal Studies; Student Attitudes; Teacher Attitudes; *Trend Analysis
IDENTIFIERS- *Counseling Psychology
Observers have speculated about changes in counseling psychology over the past decade. This investigation compared the perspectives of 1971 and 1986 American Psychological Association approved counseling program directors' views on emphases given to various components of training. Subjects (N=41) were directors of approved counseling psychology training programs in the 1985-86 academic year. Subjects rated their perceptions of the adequacy of their respective training programs and the strength of their students' career interest. Results were compared to a similar survey by Schneider and Gelso taken in 1972. Results showed at least some aspects of training were remarkably stable, suggesting the past and present of counseling psychology have a common linkage. The 1986 directors perceived current training as emphasizing applied and theoretical aspects of social-emotional and educational-vocational counseling, group work, and research skills. While 1986 directors felt their training programs' strengths rested on more traditional aspects of the counseling specialty, they perceived counseling students' interests as focused on other areas such as neurological testing. (Author/ABL)

ED 298 419 CG 021 101

Harris-Campbell, Janet
Starting a College or University Peer Support Centre.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
AVAILABLE FROM- Ottawa Distress Centre, P.O. Box 2671, Stn D, Ottawa, Ontario, Canada K1P5W7 ($1.00 U.S. currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Coping; Foreign Countries; Higher Education; *Peer Counseling; Program Design; Program Implementation; *Self Help Programs; *Social Support Groups; *Student Personnel Services
IDENTIFIERS- Canada
This document presents a discussion of how to set up an on-campus peer support system designed to help college students cope with stress. The possible functions of a peer support center are outlined and features of a proposal for such a center are listed, including a clear mandate of the center, a rationale for the services to be provided, a list of services, and a proposed budget for the first year of operation. How to structure a peer support center is discussed and staffing, funding, location, volunteers, and confidentiality are considered. It is noted that the key to establishing a successful peer support center is to consider all factors in advance and to pre-plan, be prepared, and approach the project with professionalism. A summary on starting a college peer support center is included which provides succinct guidelines under the headings of: (1) introduction; (2) for more information; (3) what is a peer support center? (4) values; (5) gathering support; (6) proposal; (7) structure; (8) training; (9) budget; (10) location; (11) recruitment; (12) size of volunteer group; (13) selection of volunteers; (14) referrals; (15) confidentiality; and (16) summary. (NB)

ED 298 449 CS 009 300

Powell, Janet L.
An Examination of Comprehension Processes Used by Readers as They Engage in Different Forms of Assessment.
PUB DATE- Dec 88
NOTE- 196p.; Ed.D. Dissertation, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cloze Procedure; Construct Validity; Elementary Education; Grade 6; Multiple Choice Tests; *Reading Comprehension; Reading Research; *Reading Strategies; *Reading Tests
A study described and compared the reading and thinking processes used by subjects while engaged in a multiple choice test, a cloze test, a written retelling, and a nonassessed passage to see whether different strategies were used for different forms of comprehension assessment. Subjects, nine teacher-identified proficient sixth grade readers, completed three multiple choice tests, three cloze tests, three written retellings, and three nonassessed passages and were interviewed for each assessment task. The data consisted of the subjects' hand and eye movements observed while reading and their verbal protocols given as they used concurrent and retrospective introspection. Results indicated that there were at least some superficial differences in the way subjects engaged in each task. A categorization of 21 reading processes which emerged from the verbal reports was devised. Results also indicated that the cloze test was perceived as the most different from the other tasks and that it may lack construct validity. (Thirty-five tables of data and six figures are included; 112 references and an appendix of data are attached.) (RS)

ED 298 465 CS 009 319

Ediger, Marlow
Language Arts Curriculum in the Elementary School.
PUB DATE- 88
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; Curriculum Development; Curriculum Guides; Elementary Education; Higher Education; Individual Differences; *Individualized Instruction; *Language Arts; Preservice Teacher Education

Intended both for teachers and for use in preservice programs in teacher education on the college and university level, this language arts curriculum for the elementary school is designed to enable teachers to develop objectives, learning experiences, and evaluation procedures which will provide for individual differences in the class setting, thus helping each learner to achieve optimally in the language arts. Chapters are as follows: (1) Objectives and the Learner; (2) Linguistics and the Language Arts Curriculum; (3) Reading and the Language Arts; (4) Poetry in the Elementary School; (5) Speaking Activities and the Pupil; (6) Vocabulary Development and the Pupil; (7) Handwriting and the Pupil; (8) Listening and the Pupil; (9) Spelling in the Curriculum; (10) Grouping Pupils for Instruction; (11) The Literature Curriculum; and (12) Evaluation of Achievement in Language Arts. Selected references follow each chapter. (SR)

ED 298 511 CS 211 478

Heller, Daniel A.
Some Personal Thoughts and Observations on the Development of a Peer Supervision Program within the English Department of the Brattleboro Union High School, Brattleboro, VT.
PUB DATE- Jun 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *English Curriculum; *English Departments; *Faculty Development; *High Schools; *Inservice Teacher Education; Peer Evaluation
IDENTIFIERS- *Peer Supervision
This paper deals with a peer supervision program developed by the members of the English department of Brattleboro Union High School (Vermont) which has resulted in a sense of collegiality, shared purpose, and a renewed feeling of professionalism among the teachers. The paper describes the ways in which these teachers developed a program to observe each other's teaching, offer advice on curriculum development, and present their own ideas during in-service training, and how they tried to maintain the program in the face of shortages of time and money. The paper states that the program now faces the challenge of the slow withdrawal from active participation of one of its key members. (RS)

ED 298 584 CS 506 356

Aiex, Nola Kortner
In Search of an Audience: "Kid Creole and the Coconuts."
PUB DATE- Oct 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Midwest Popular Culture Association (St. Louis, MO, October 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiodisks; *Bands (Music); Concerts; Cultural Interrelationships; Cultural Traits; *Hispanic American Culture; *Music; Musicians; Parody; *Popular Culture
IDENTIFIERS- Latinos; New York; *Popular Music
The hybrid music of the group "Kid Creole and the Coconuts" shows traces of every popular music style that has aroused New York City during the past 40 years--big band swing, Latin dance music, calypso, reggae, disco, funk, soul, rock, and movie pop. The fictitious characters the members of the band assume on stage, together with their outlandish costumes (the "Kid" affects the clothes and style of a Latin lounge lizard, while the other band members dress in various nightclub styles), and their heavily choreographed antics, turn their shows into a mixture of rock concert, musical revue, or as one critic has said soundtracks in search of cinema." However, although "Kid Creole and the Coconuts" are cult favorites in their home base of New York City, they fit no current radio formats and receive little airplay on mainstream American radio. In Europe they are recognized for the American caricatures they are, and in Mexico and Latin America they have had more than one hit single. Their albums are sophisticated and witty, sometimes mixing songs in English and in Spanish, but such a visually oriented band may discover that the theater is their real home. (NKA)

ED 298 614 EA 020 268

Bozeman, William C.; And Others
Drug Testing in the Schools. Implications for Policy.
PUB DATE- Nov 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Education; *Drug Abuse; *Drug Education; Elementary Secondary Education; Physical Examinations; Public Schools; *School Policy; *Screening Tests; *Substance Abuse
IDENTIFIERS- *Drug Use Testing
Drug testing of district employees and students is examined from several perspectives: implications for school policy, legality, administration and protocol, and test reliability and accuracy. Substance abuse has become a major concern for educators, parents, and citizens as illegal drugs are more readily available. It is also pointed out that the most commonly abused substance is alcohol. Two approaches to curb this trend are common: drug education and drug testing. Drug testing or screening is gaining public awareness and support. As administrators and school boards begin to consider this an option, thoughtful discussions that protect student and employee rights must become part of the policy. Litigation will be the likely outcome if this is not done. Also, it is imperative that policy makers be knowledgeable about the technical aspects of drug testing. This includes procedures, confirmation methods, and expenses. The alternative is to offer appropriate educational programs that are better able to accomplish the goal. (LMS)

ED 298 629 EA 020 290

McGee, Jerry C.
Compulsory Attendance vs. Home Instruction.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Compliance (Legal); *Compulsory Education; *Court Litigation; Elementary Secondary Education; *Home Schooling; Nontraditional Education; Parent Rights; Parent School Relationship; Parent Student Relationship; Religious Factors; *School Attendance Legislation
Most states require compulsory attendance of students through age 16. Challenges to the compulsory attendance laws often derive from disputes between parents and school officials over home instruction. This paper reviews prominent court cases that address legal issues pertaining to home schooling. The landmark case of "Pierce v. Society of Sisters" (1925) clearly established the right to send children to private, rather than public, schools. Since then, many states have addressed the issue of home education and most of the courts have held that home schooling does not constitute a private school. While many of the litigants have sought exemption from compulsory attendance on religious grounds, others have done so for educational reasons, and in a few of these cases, parents have prevailed. Nevertheless, in more recent cases of this type, parents have failed to convince the courts to grant them exemptions. These cases collectively suggest that parents have the right to control the education of their child, while the state has the obligation to force the parents to accept this responsibility. (TE)

ED 298 375 CG 021 056

Jegerski, Jane A.; Upshaw, Harry S.
The Nature of Empathy: Discriminant Analyses.
PUB DATE- May 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; Classification; *Cognitive Development; College Students; *Developmental Stages; *Empathy; Helping Relationship; Higher Education; Prosocial Behavior; *Socialization; Social Responsibility
Hoffman's (1975) theory holds that altruism is based on cognitive development and mechanisms for empathic distress present from birth, with the individual going through stages of personal distress, empathic concern, and perspective taking. The Davis Interpersonal Reactivity Index (IRI), a measure of empathy, contains four subscales: personal distress, empathic concern, perspective taking, and fantasy. The Hoffman model was tested using a Guttman scale structure and latent class methods applied to IRI responses. This study examined what theoretically relevant variables discriminate among the four latent classes of the unidimensional empathy model for people for whom the model has meaning, and how these variables appear differently in individuals for whom the model does not reflect their socialization history. Data obtained from 94 college students who had completed the Nurturance and Succorance subscales from the Personality Research Form, the shortened form of the Marlowe-Crowne scale, and the Helping Orientation Questionnaire were analyzed. The unidimensional model of empathy was validated against measures of other relevant variables. More mature individuals by the Hoffman criteria scored higher in nurturance, succorance, and social responsibility. The model did not predict the pattern of responses to the IRI measure of empathy for approximately one-half of the subjects. Findings suggest that these unscalable types, who exhibited more nurturance and less succorance than the Hoffman types, were not typically low in prosocial traits relative to peers, but that they had arrived at their developmental stage by a different socialization route. (NB)

ED 298 433 CS 009 277

Schoen, Bev
"Johnny the Rat": Using the Child as Our Informant.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Oct 88
NOTE- 9p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Classroom Research; Cognitive Processes; Cognitive Style; Educational Theories; Elementary Education; Language Role; Learning Strategies; *Literacy Education; Reading Strategies

Understanding the literacy process and using the child as the informant will ensure a better learning experience. Two fundamental assumptions of language learning provide a base for understanding the literacy process. Firstly, the decisions a child makes while searching for meaning in a literacy event are the same ones made by an adult, involving the following cognitive strategies: a constant search for meaning, hypothesis testing, alteration of ideas because of hypothesis testing, and taking risks. Secondly, there are eight patterns within the literacy process that all language learners incorporate: (1) organization; (2) intentionality; (3) generativeness (engagement and reengagement in the event); (4) risk-taking; (5) social action; (6) demonstration; (7) context; and (8) text. In order to make the best possible judgments concerning curriculum and evaluation, the child should be the source of information. Educators should know what the child's background knowledge consists of, and what strategies children use in their literacy processes that are either conducive and detrimental to success. Educators should watch the child involved in the process in as natural a setting as possible, ensure that ownership of the process remains with the child, and test their own educational assumptions while interacting and observing. These approaches will give the educator a far more complete picture of the learner than the best-written basal. (SR)

ED 298 527 CS 211 497

Jones, Dolores Blythe
Children's Literature Awards and Winners: A Directory of Prizes, Authors, and Illustrators. Second Edition.
REPORT NO.- ISBN-0-8103-2741-4
PUB DATE- 88
NOTE- 671p.; Published in association with Neal-Schuman Publishers.
AVAILABLE FROM- Gale Research Inc., Book Tower, Detroit, MI 48226 ($92.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Authors; *Awards; *Childrens Literature; Elementary Secondary Education; Professional Recognition; *Recreational Reading
IDENTIFIERS- Illustrators; *Literary Awards

Updating and augmenting a first edition published in 1983, this book provides a comprehensive guide to awards granted in English-speaking countries for excellence in children's literature. Included in the book are awards presented to an author or illustrator for his or her body of work, awards presented for a particular title, and awards presented for outstanding contributions to the field of children's literature. Children's choice awards are also cited. The book is divided into four sections: (1) a list of awards arranged alphabetically by award name, including information on the purpose and history of the award, selection criteria, rules and regulations, and the name of the sponsoring agency; (2) an alphabetical listing of award-winning authors, illustrators, and translators; (3) a selected bibliography listing books, book chapters, journal articles, dissertations, and reports on topics germane to children's book awards; and (4) four indexes, consisting of the award index (listing alphabetically the 208 awards covered in the first section), the subject index of awards (listing awards according to a variety of subject headings), the author/illustrator index (listing each individual who had a part in the creative process of an award-winning title), and the title index (listing all titles appearing in the first and second sections of the book, with references to all pages on which the title appears). (MM)

ED 298 542 CS 506 215

Kamerer, David
A Quantitative Approach to Resolving Comparative Hearings.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Industry; Comparative Analysis; *Evaluation Criteria; *Evaluation Methods; Mass Media; Models; *Telecommunications
IDENTIFIERS- Broadcast Licensing; *Decision Support Systems; *Federal Communications Commission; Frequency Allocation; PrefCalc
In the comparative hearing, the mechanism traditionally used by the Federal Communications Commission (FCC) to choose the best applicant for a broadcast license or frequency allocation, the virtues of each candidate are compared using several criteria, such as integration of ownership and management, but weight has never been fixed to the different criteria. Consequently the comparative hearing process has produced uneven and unpredictable results, and has been subject to much criticism. The comparative hearing process appears to be a good candidate for use of a computer-based decision support system (DSS) using the PrefCalc application program. PrefCalc can have a valid function in discriminating competing applications for a broadcast license. A major caveat is that it relies on qualitative data, and another potential problem is one of comparability. One approach that may be valid would be to have individual decision makers rank each alternative on each criterion. The mean score on each criterion could be used in subsequent analyses. With the constraint of having to process thousands of applications in a short period of time, the FCC could use quantitative criteria and the modeling tool of additive utility theory to allocate licenses quickly, efficiently, and fairly. (Three figures are attached.) (RAE)

ED 298 556 CS 506 327

Shipman, Robert Oliver
The News Media and Their Critics.
PUB DATE- Jul 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Journalism Education; Media Research; Negative Attitudes; *News Media; Surveys
IDENTIFIERS- *Critics; *Press Criticism
To investigate the nature, content, and validity of criticisms of the news media and to determine whether these criticisms are made objectively, a study surveyed 550 members of the Mass Media and Society Division of the Association for Education in Journalism and Mass Communication (AEJMC). Response rate was 41%. Questions examined statements about the news media and their performance, ten well-known news media critics, and demographics of the respondents. The following news media critics were covered in the survey: Ben Bagdikian; Edwin Diamond; Edith Efron; Jeff Greenfield; Reed Irvine; Norman Isaacs; Ron Power; Richard Reeves; David Shaw; and Cal Thomas. Results indicated that respondents' knowledge or lack of knowledge about the news critics had a significant bearing on how they answered questions dealing with the critics. Results showed, moreover, that many journalism educators lacked knowledge about news media critics even though the critics are widely publicized and published. (Seven tables of data are included.) (MM)

ED 298 570 CS 506 342

Lawson, Edwin D.
Social Psychological Aspects of Personal-Naming.
PUB DATE- Mar 88
NOTE- 43p.; Paper presented at the Annual Meeting of the Council for Names Studies in Great Britain and Ireland (20th, Swansea, Wales, Great Britain, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Language Research; *Onomastics; Personality Studies; *Self Concept; Social Psychology
IDENTIFIERS- *Name Stereotypes; *Personal Names
For at least 90 years there have been contributions to onomastics from the fields of social psychology and personality. These contributions have included work on various types of names, such as ambiguous, alias, hypocoristic, junior, nickname, surname, and unique name. Other research has focused on the structure of names, style of usage, and style of address. Recent applied research has been directed to stereotypes of specific names, popularity, school achievement, ethnic stereotypes, attribution theory, personality aspects, and signature size. (One-hundred and fifty-six references are attached.) (Author/RAE)

ED 298 248 CE 050 356

Zukas, Miriam, Ed.
Transatlantic Dialogue: A Research Exchange; Papers from a Joint Conference (Leeds, England, July 11-13, 1988).
Adult Education Research Conference.; Canadian Association for the Study of Adult Education, Guelph (Ontario).; Standing Conference on Univ. Teaching and Research in the Education of Adults.

PUB DATE- 88
NOTE- 530p.
AVAILABLE FROM- Hilary Helme, Department of Continued Professional Education, University of Leeds, Leeds, LS2 9JT, United Kingdom (15 pounds).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Continuing Education; *Educational Research; *Educational Theories; Females; International Cooperation; *Professional Education; *Research Methodology; Womens Education

Over 90 papers focus on adult education research. Selected titles include "Karl Marx's Theoretical Contributions to Radical Adult Education" (Allman, Wallis); "Educating Educators" (Armstrong); "Comparative Study of Philosophical Foundations of Adult Education in China and United States" (Bao); "Ethical Value Dilemmas of Professional Adult Educators in Cooperative Extension Service" (Barber); "Typology of ABE Learner as Derived through Quantitative Induction" (Beder); "Analysis and Critique of Concept of Self in Self-Directed Learning" (Boucouvalas); "Politics of Professionalism" (Cervero); "Relational Aspects of Education of Older Adults" (Chene); "Teacher Actions That Influence Native American Learners" (Conti, Fellenz); "Comparison of Deterrents to Adult Education Participation in Britain and U.S." (Darkenwald); "Adult Education and Needs of Unemployed in Britain" (Edwards); "New Perspectives in Adult Basic Education" (Farr, Moon); "Etiology of Stress upon Adult Learner of Afro-American Descent" (Fields); "Critical Thinking and Critical Theory in Adult Education" (Griffin); "Educating for War and Peace" (Hugo); "Needs, Interests, and Adult Learning" (Jarvis); "Music as Facilitator of Adult Learning" (Kaltoff); "ABC of Independent Study" (Keane et al.); "Andragogy: Return of the Jedi" (Law, Rubenson); "Universities and Education for Social Purpose" (McIlroy, Spencer); "Revisiting Learning Style Theory and Practice" (Marineau, Loesch); "Action Learning" (Marsick); "Test of Tinto's Model of Attrition as Applied to Inner City Adult Literacy Program" (Martin); "Assessment of Continuing Professional Education in U.K. and U.S." (Moser); "English Only or English Plus" (Orem); "Adult Education Needs of Structurally Unemployed in U.S." (Park et al.); "Philosophy and 'Philosophies' of Adult Education" (Paterson); "Adult Learning in Non-Formal Settings" (Percy); "Systematising Literary Fiction and Nonfiction as Sources of Data for Adult Education Research" (Quigley); "Potential Impacts of Technology on Education of the Nontraditional Female Student" (Rising); "Paradigms and Ideology in Participation Research" (Rubenson); "Best and Worst Classroom Learning Experiences of Adult Learners" (Sheckley); "Agenda for Adult Education Research in China" (Simpson); "Exploring Ethics of Professional Practice" (Sork); "Imagery" (Stephens, Korhonen); "Annenberg/Corporation for Public Broadcasting Project's Support of Distance Education" (Takemoto); "The Clearing: Danish Folk School for New World" (Takemoto); "Educational Guidance for Adults in U.K." (Taylor); "Enterprise Culture and Restructuring of British Adult Education" (Westwood); "Computer Educational Programs in Swedish Adult Education" (Winter); "Informal Adult Learning Networks in Climate of Social and Economic Change" (Withnall); "Counselling Role of Tutor in Adult Continuing Education" (Wootton); and "Welfare-to-Work and Adult Education" (Zacharakis-Jutz). Summaries of six symposia are also included. (YLB)

ED 298 261 CE 050 747

Adult Literacy & Technology. Guide to Recommended Literacy Software. 1987 Edition.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 87
NOTE- 160p.
AVAILABLE FROM- Adult Literacy and Technology Project, Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, Room 307, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Computer Software; English Instruction; Instructional Material Evaluation; *Literacy Education; Mathematics Instruction; Microcomputers; Reading Instruction; *Skill Development

This publication is an annotated guide to software for teaching adult literacy recommended by the Adult Basic Skills Technology (ABST) Project. The ABST Project was initiated in 1982 as the Region X Adult Education Software Project, an effort by the State Adult Basic Education Departments of Washington, Oregon, and Alaska to provide adult basic education sites with the technical expertise to use computer technology with their students. The featured programs include drill and practice, simulations, educational games, word processing programs, and tutorials. They serve a variety of computers and range from free to $1,000 or more in price. The featured software is listed alphabetically and by instructional category (English, reading, mathematics). The annotated remarks include title, publisher, cost, type of computer, subject area, use, descriptions, and the strengths and weaknesses of the individual programs. The guide also includes a resources section divided into four categories: technical information on computer use, listings of reviewed software, resources (including publishers' addresses), and a comment form. (KC)

ED 298 276 CE 050 779

Twelfth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on the Job Training Partnership Act, Trade Adjustment Assistance, Worker Adjustment Assistance. Report No. 22.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jan 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Agriculture; Disadvantaged Youth; *Dislocated Workers; *Employment Patterns; Employment Programs; Employment Services; Federal Legislation; Government School Relationship; *International Trade; *Job Training; Literacy Education; Outcomes of Education; Outreach Programs; Policy Formation; Postsecondary Education; Program Effectiveness; Program Improvement; *Public Policy; Retraining; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982; *Trade Adjustment Assistance Program; Worker Adjustment Assistance Program

With minor exceptions, the Job Training Partnership Act (JTPA) program is working well and is meeting its legislative mandates. The vigorous public-private partnerships that have emerged at the local community level and the strong leadership role assumed by private sector representatives on the State Job Training Coordinating Councils and Private Industry Councils are areas in which the JTPA has shown particular success. On the other hand, the Trade Adjustment Assistance program has not fulfilled its potential. Because adjustment assistance is preferable to protectionism, the trade assistance program should be modified to include more provisions for adjustment assistance, including worker adjustment assistance geared toward retraining and finding new jobs for dislocated workers. Recent federal efforts to provide increased educational and transitional services for disadvantaged youth deserve praise, although the program could be strengthened by making a few technical changes in programs. (Appendixes include summaries of sponsored research and selected staff papers and comments of the National Commission for Employment Policy on the reports of the National Council on Vocational Education.) (MN)

ED 298 290 CE 050 833

Bone, John
Training Models Used in Industry.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-153-3
PUB DATE- 88
NOTE- 51p.; This project was partly funded by the Victorian TAFE Board.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Foreign Countries; Industrial Training; Inplant Programs; *Job Training; *Labor Force Development; *Models; Program Effectiveness; *Staff Development; Trade and Industrial Education; Trainers; *Training Methods
IDENTIFIERS- *Australia

A study examined training and staff development initiatives in Australian industrial and commercial organizations. It was carried out using a questionnaire and structured interview technique with 24 organizations. Larger organizations had their own facilities and trained in-house whereas smaller organizations made more use of Technical and Further Education (TAFE) facilities. Most of the general staff training was operator/skills training. The staffing of training functions in organizations varied enormously with great variations in the arrangement of responsibility for training. Types of training methods varied depending on whether participants were apprentices, general staff, or management. The most used techniques were classroom lectures, practical sessions, and on-the-job instruction. The overall impression of current training and staff development in Australian industry was depressing. Apprentice and management training were well managed and run, but the overriding impression of industrial training in Australia was that it was uncoordinated and ad hoc. Where there was an identifiable model in industrial training, it resembled a systems approach, which tended to create somewhat static training activities. What was needed was a more open model that would allow input from industry, TAFE, and government and encourage cooperation. (The questionnaire is appended.) (YLB)

ED 298 304 CE 050 856

Elliott, Ronald T.; Benson, Robert T.
V-TECS Guide for Information Processing Specialist.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Competence; Competency Based Education; Course Content; *Data Processing; *Information Processing; Job Skills; Learning Activities; Lesson Plans; Secondary Education; *Supervision; Teaching Methods; Technical Occupations; Vocational Education
This guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and achievement testing for the occupation of information processing specialist. It can be used with any teaching method, and it addresses all three domains of learning: psychomotor, cognitive, and affective. The guide contains six units that cover the following topics: supervising information processing activities; supervising information processing employees; entering and storing documents and files; editing and correcting documents and files; printing, distributing, and receiving output; and performing related administrative support activities. Each unit consists of lessons based on performance objectives. Units contain tasks, standards of performance, source of standards, conditions for performance, enabling objectives, resources, teaching activities, criterion-referenced measures, performance guide, and checklists for performance evaluation. A bibliography completes the guide. (KC)

ED 298 318 CE 050 883

Fennimore, Todd F.
The Helping Process Booklet for Mentors. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 14p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP05--$5.50 (package of five copies); related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Counseling; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; *Interpersonal Relationship; Intervention; *Mentors; Modeling (Psychology); *Observational Learning; Potential Dropouts; Role Models; Secondary Education; Significant Others
This booklet for mentors is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. An introduction discusses the role of the mentor and the skills a mentor will need to promote the student's self-development. These skills are listening actively, problem solving, developing motivation, clarifying goals, sharing information, linking to others, and being an advocate. Some activities for the mentor are also suggested. (YLB)

ED 298 346 CE 050 953

Leptak, Jeffrey
Financing Continuing Higher Education: A Review of the Literature.
PUB DATE- Oct 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Continuing Education; *Educational Finance; *Financial Policy; Financial Support; *Fund Raising; Higher Education; Literature Reviews

The numbers of participants in continuing education and the amounts expended on them illustrate the growing impact of continuing education on college and university financing. Although postsecondary institutions are eager to enroll adult students, they fail to recognize that the average student is no longer 18 and thus has different financial and service needs. The administration of continuing education is marked by contradictions. Although its objectives are distinctly instructional, its financing often follows the auxiliary services model of self-support. Apart from the adult students' own money, most of the support for continuing education comes from the Federal Government. Barriers to adult students' access to financial aid are part-time enrollment, inaccurate assessment of discretionary income, and the minimum limit of federal grants. Options for supporting continuing education most favored by leaders in higher education include tax allowances (income tax deductions, deferments, credits), educational entitlements and vouchers, employer-sponsored programs, and fundraising and development. Five recommendations for change are eliminating the use of continuing education units (CEUs) to generate profits for the institution, keeping CEUs close to the academic mission of the institution, using income tax credits, gaining business support, and pursuing fundraising more vigorously. (YLB)

ED 298 481 CS 211 434

Bogdan, Deanne
A Taxonomy of Responses and Respondents to Literature.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Philosophy; Higher Education; *Literary Criticism; *Literature Appreciation; *Reader Response; *Reader Text Relationship
IDENTIFIERS- *Literary Response; Ross (Sinclair); Updike (John)

The stasis, stock, kinetic, spectator, and dialectic responses to literature all serve to deny the popular misconception that literary analysis invariably deals a death blow to the vitally engaged, spontaneous, and thus authentic response. Stasis is a response in which an intuited imaginative identity between subject and object develops in an almost instantaneous recognition of the entire form of the literary work. The stock response exists at a pre-critical level, and concerns itself with cliched thought and ego-massage. Kinetic response involves compulsive action and engagement through visceral states and pseudo-feeling. The spectator response is detached and disinterested, and operates at the critical level. The dialectic response incorporates intellectual and emotional working through to attain imaginative identity and oscillates between engagement and detachment. The dialectic response to literature is the only response that moves between all levels (precritical, critical, postcritical, and autonomous). Actual student responses to Sinclair Ross's short story "The Painted Door" and John Updike's story "A&P" illustrate the variety of responses possible in the literature classroom. (Thirty-eight notes and two diagrams are included.) (RS)

ED 298 512 CS 211 479

Armstrong, Cherryl
Basic Writers' Problems Are Problems Basic to Writing.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Expository Writing; *Freshman Composition; Higher Education; Revision (Written Composition); *Writing Difficulties; Writing Skills
IDENTIFIERS- Basic Writers; *Basic Writing; Harvard University MA
An insight to be drawn from the writing problems of Harvard University (Massachusetts) students enrolled in a "basic writing" course is that the kinds of problems the students had were different in degree, but not in kind, from problems of less accomplished student writers elsewhere and from those all student writers have from time to time. These problems are similar to problems experienced adult writers confront in unfamiliar or difficult writing situations. Recognizing that even experienced writers face these difficulties, the basic writing course at Harvard (a second semester "expository writing" course) focused on meaning, fluency, revision, and building confidence. The stigma that was attached to the "basic writing" course was largely removed in the second year of the program when the course was renamed "Introduction to Expository Writing." The new title reflected the idea that the problems of "basic writers" are in fact much the same as problems basic to writing and that writing is always problematic. (RS)

ED 298 600 EA 020 149

Achieving School Effectiveness. Process Steps and Variables. A Ready Reference Guide to Research Findings and Action Steps.
Rhode Island Educational Leadership Academy, Cranston.
SPONS. AGENCY- Rhode Island State Dept. of Education, Providence.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrative Organization; *Educational Change; Elementary Secondary Education; *Instructional Leadership; *School Effectiveness
IDENTIFIERS- *Rhode Island

This resource guide is designed to summarize the relevant research and practical information currently available to administrators on school effectiveness. The guide consists of two major sections to aid in the development of planning skills and the implementation of programs to increase student and teacher performance. The first section details the "Process Steps": formation of teams, assessing needs, establishing priorities, developing action plans, implementation of the plans, monitoring progress, and evaluation of the impacts. The second broad area covered is labeled "School Effectiveness Variables" and reviews the research on school goals, instructional leadership, setting high expectations, time on task, student performance, safe environment, and home-school relations. In each subtopic actions are suggested, the research is summarized, considerations for the principal are given, and selected references are included. (LMS)

ED 298 646 EA 020 320

Clark, Richard W.
School/University Relations: Partnerships and Networks. Occasional Paper No. 2.
Washington Univ., Seattle. Center for Educational Renewal.
PUB DATE- Aug 86
NOTE- 148p.
AVAILABLE FROM- Publication Sales, Center for Educational Renewal, University of Washington, Seattle, WA 98195 ($3.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Coordination; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Networks
This occasional paper provides a comprehensive review of literature pertaining to one of the major activities of the Center for Educational Renewal: the establishment of school-university partnerships for mutual improvement and the creation of a national network for purposes of supporting and communicating among the partnerships. After a brief introduction, the second section reviews the literature that defines key terms used throughout the monograph: networks, collaboratives, cooperatives, partnerships, and other terminology. Section 3 provides a historical perspective on school-university collaboration, while section 4 examines contemporary examples. Section 5, "The Whys, Wherefores, and Whatnots of Collaboration," examines the reasons individuals and organizations offer for seeking collaborative arrangements, and considers the benefits claimed for such efforts. It then reviews the obstacles reported as creating difficulties for those who seek success through collaboration, and concludes with a set of suggestions for making collaboration succeed. The final section examines implications for study and action. A selective annotated bibliography is appended, followed by a standard comprehensive bibliography. (TE)

ED 298 390 CG 021 071

Children's Trust Funds: Creative Financing for Child Abuse and Neglect Prevention.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Nov 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Financial Support; *Prevention; *State Programs
IDENTIFIERS- *Child Protection

This document presents descriptions of how state child abuse and neglect prevention projects are working to prevent child maltreatment through the use of Children's Trust Funds. Three common elements of Children's Trust funds are explained: (1) financing is through a distinct state fund and those funds are collected through surcharges on state licenses and services; (2) administration is established in a manner that separates Children's Trust Fund projects from other child protection projects and services; and (3) operation of the fund and the monies to be dispersed are earmarked solely for prevention rather than for treatment activities. It is noted that at least 30 and as many as 36 states had established Children's Trust Funds as of January 1986. The various means of financing prevention activities are discussed and appended worksheets are provided which give more detailed information concerning the child maltreatment prevention financing systems of selected states. The major part of the document contains state profiles of the 30 states with Children's Trust Funds and of additional states which offer services similar to those offered by such funds. Information in the profiles includes the name of the trust fund, the funding source, amount generated, dates enacted and effective, citation, administrative agency and location, an overview of operations, a description of advisory board composition and role, and projects funded or proposed. (NB)

ED 298 405 CG 021 086

Schneider, Lawrence J.; Burson, Larry E.
On Returning to Therapy after an Initial Interview.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); College Students; *Counseling; Dropout Attitudes; *Dropouts; Females; Higher Education; Intimacy; *Termination of Treatment
Considerable research has focused on counselor variables related to clients' willingess to continue in psychotherapy. Investigators have studied the effects of a variety of factors influencing counseling dropouts, including administrative policies, client characteristics, and therapist characteristics. This study examined willingness to return as a function of the nature of the clients' presenting problem. Subjects were female college students (N=226). Three scripts, which differed with respect to intimacy and were adapted from actual interviews were used as stimuli. Using a 2 (two counselors) x 3 (low versus moderate versus intense levels of problem intimacy) analogue, these pseudoclients reported more favorable dispositions toward therapy solely as a function of the intimacy of the presenting problem. Generally, when clients' presenting concerns were highly intimate in nature, therapists were viewed as less attractive and trustworthy. Results seem to validate the clinical observations that following significant self-relevations, clients have a tendency to pull back. Since the findings may not be completely generalizable to the clinical situation, further research is needed. (Author/ABL)

ED 298 420 CG 021 102

Losing a Million Minds: Confronting the Tragedy of Alzheimer's Disease and Other Dementias. Congressional Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-BA-324
PUB DATE- Apr 87
NOTE- 80p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Costs; *Government Role; *Health; *Human Services; *Mental Disorders; Mental Health; *Public Policy
IDENTIFIERS- *Alzheimers Disease

This report on Alzheimer's disease was written at the request of several committees of the United States Senate and House of Representatives. It begins with a brief overview of Alzheimer's disease and other disorders causing dementia and gives actual and projected figures on the incidence of such disorders in the United States. The goals of public policy related to dementia are explained and federal policy priorities, reasons for the increased interest in dementia, and policy interest in dementia are discussed. A section defining dementia presents symptoms of dementia and lists disorders that may cause dementia. The course of the dementia-causing illnesses is traced. The magnitude of the problem of dementia is considered, with sections looking at the prevalence of dementia and the costs of dementia, including overall costs; costs of diagnosis, drugs and medical services, nursing home care, and informal long-term care; and costs to the government. A section on coordinating services for those with dementia considers the care system; presents an inventory of services; and examines senior, acute care, long-term care, social, and mental health services. Groups of special concern are identified, including those without families, minorities, those experiencing dementia onset in middle age, rural populations, veterans, low income groups, and caregivers. Policy issues are considered in the areas of: (1) special programs for dementia; (2) diagnosis and treatment; (3) legal and ethical concerns; (4) education and training; (5) delivery of long-term care; (6) biomedical research; and (7) health services research. (NB)

ED 298 450 CS 009 301

Coy, Joye Jenkins
Adult Literacy from a Sociocultural Perspective.
PUB DATE- Oct 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Florida Reading Association (26th, Orlando, FL, October 12-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Adult Literacy; Adult Programs; Federal Legislation; *Literacy Education; *Social Change; United States History
IDENTIFIERS- *Historical Background; Job Related Literacy; Literacy Campaigns
Sociocultural concerns have provided the framework for literacy expectations throughout the history of the United States, and have determined the extent to which national emphasis has been placed on adult literacy programs. Early literacy programs have been traced to the Reconstruction period following the Civil War. The next surge of interest in literacy programs came when the combined impact of immigration during the industrial revolution, the progressive reform movement, and World War I forced societal change. Other crises--the Depression and World War II--moved the federal government to action in this area. The Civil Rights Movement of the 1960s marked another period of societal change, accompanied by renewed interest in adult literacy. The concept of functional literacy developed during this period, which also led to a significant increase in adult literacy programs, such as the Right-to-Read program. Today, adult literacy in the workplace is increasingly important as the United States economy moves from an industrial base to an information-driven, technological base. Addressing this change, the Adult Literacy Initiative, designed to promote national awareness about adult illiteracy and encourage private sector involvement and the recruitment of volunteers, was announced in 1983 by President Reagan. Development of adult literacy programs must continue to assist and educate individuals in preparing for and adapting to the technological changes which are being implemented. (Forty-one references are appended.) (MM)

ED 298 466 CS 009 320

Niles, Jerome A., Ed.; Harris, Larry A., Ed.
Changing Perspectives on Research in Reading/Language Processing and Instruction. Thirty-Third Yearbook of the National Reading Conference.
National Reading Conference, Inc.
PUB DATE- 84
NOTE- 332p.; Proceedings of the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
AVAILABLE FROM- National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Metacognition; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Research; Reading Writing Relationship; Teacher Student Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- *National Reading Conference (Organization); Text Factors

Reflecting current themes that researchers, by their selective attention, have indicated are important in the field of reading/language processing and instruction, this yearbook presents a collection of 51 selected research articles from the National Reading Conference for 1983. Included are the following articles, listed with their authors: (1) "Types of Writing Included in Basal Reading Programs: Preprimers through Second-Grade Readers" (J. Flood and others); (2) "Topic Sentences and Paragraph Structures of Introductory Geology and Sociology Textbooks" (L. Johnson); (3) "A Text Analysis Comparison of Original and Adapted Text" (K. McCain); (4) "Writing Instruction as a Metatextual Aid to Story Schema Applications (C. Braun and C. Gordon); (5) "A Message to Authors about Metadiscourse Use in Instructional Texts" (A. Crismore); (6) "Teachers' and Would-Be Teachers' Conceptions of the Main Idea" (J. Cunningham and others); (7) "A Socio-Communicative Perspective of Formal and Informal Classroom Reading Events" (D. Bloome); (8) "Teachers as Decision Makers versus Technicians" (H. Borko and others); (9) "A Teacher's Schema for Reading Instruction" (M. Conley); (10) "The Effect of Semantic Feature Analysis on the Reading Comprehension of Learning-Disabled Students" (P. Anders and others); (11) "Effects of Previewing Expository Passages on Junior High Students' Comprehension and Attitudes" (M. Graves and Maureen C. Prenn); (12) "Effects of Activating Background Knowledge on Comprehension of Expository Prose" (L. Smith and others); (13) "How Much Time Do Children Spend Reading during Teacher-Directed Reading Instruction?" (L. Gambrell); (14) "Teachers' Differential Selection and Use of Basal Reader Questions" (R. Lalik and K. Pecic); (15) "Teacher Explanations and Students' Understanding of Sources of Information for Answering Questions" (T. Raphael); (16) "The Effect of Measurement Task and Response Mode on Sixth Graders' Comprehension of Expository Text" (B. Askew); (17) "An Investigation of Types of Distractors for Reading Comprehension Test Items" (L. Hansche and B. Gordon); (18) "Retrieval Speed in Reading Comprehension: Failure To Generalize" (T. Jacobowitz and E. Haupt); (19) "Readers Talk like Writers" (J. Hansen); (20) "Influence of Story Schema and Concept of Story on Children's Story Compositions" (L. McGee and others); (21) "Children's Perceptions of Reading and Writing: Making the Connections" (J. Stansell and R. Moss); (22) "A Comparison of First-Graders' Ability in Three Modes of Expression: Dictation, Independent Writing, and Story Retelling" (V. Froese); and (23) "Toward a Theory of How Children Learn To Read and Write 'Naturally': An Update" (W. Teale). (MM)

ED 298 497 CS 211 463

Bogdan, Deanne
Censorship and Selection in Literature Teaching: Personal Reconstruction or Aesthetic Appreciation?
PUB DATE- Aug 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Critical Reading; *Educational Philosophy; English Curriculum; Epistemology; Foreign Countries; *Literature; Literature Appreciation; *Reader Response; *Reader Text Relationship; Secondary Education; Teaching Methods
IDENTIFIERS- *Aesthetic Reading; Canada; Interactive Reading; Literary Theory
The choice between the fusion of literature and life and a pedagogy of engagement, on the one hand, and the separation of literature and life and a pedagogy of detachment, on the other, is a painful one. Philosopher of education James Gribble would rather risk some form of aestheticism than allow that a great work of literature could be viewed in such a way that it (or what it 'presents') could legitimately be rejected in the light of a moral code. "Literary literacy" encompasses both engagement and detachment, both the feeling of coming to know certain "truths" about oneself and/or the world, and getting distance on that feeling. The acquisition of literary literacy would enable students to read literature as assertion, as a form of knowing, and as hypothesis, as a form of questioning. Awareness of the political context of the engaged reader is a first step in respecting each other's imaginative and psychological identities. Now that engagement with the text has been established as a fact of reading life, learning to stand outside engagement may be one of the basics students move ahead to. A definition of literary literacy encompassing the goals of transformation and enculturation by way of a pedagogy of engagement and detachment might help keep those odds even. In actual censorship cases, educators should maintain consistency and acknowledge their own political investment in the literature curriculum. (RAE)

ED 298 571 CS 506 343

Sorensen, Gail; And Others
The Strategy Selection-Construction Controversy: A Coding Scheme for Analyzing Teacher Compliance-Gaining Message Constructions.
PUB DATE- Nov 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; *Construct Validity; Elementary Secondary Education; Student Behavior; Teacher Behavior; Teaching Experience
IDENTIFIERS- *Behavior Alteration Techniques; Compliance Training

A study represented an initial attempt to assess the functional equivalence of two techniques for compliance-gaining research in the classroom, the constructionist approach and the strategy checklist approach. First, a system for coding teachers' message constructions was developed. Then those messages were analyzed to assess the relative sensitivity of this approach to those results previously obtained with the Behavior Alteration Technique (BAT) checklist. Subjects, 43 female and 25 male experienced elementary and secondary teachers enrolled in communication classes at a large Eastern university, were asked to read descriptions of four hypothetical student misbehavior scenarios and to write what they thought they would say to get the particular student to do what they wanted him/her to do. Five hundred sixty-seven teacher-generated messages were received. Results contradicted B. R. Burleson's claim that message constructions provide "better" data which are more sensitive to the influence of particular variables and more representative of "real world" effects. Findings support "functional equivalence", with specific differences obtained which give a stronger basis for questioning the constructionist approach coding methods and results. (Three figures, one table of data and seven footnotes are included; 57 references are attached.) (RAE)

ED 298 585 CS 506 357

Lont, Cynthia M.
It's Not What They Play, It's What They Say: A Content Analysis of DJ Chatter.
PUB DATE- Oct 88
NOTE- 12p.; Paper presented at the Annual Meeting for the Study of Communication, Language, and Gender (11th, San Diego, CA, October 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Communication Research; Content Analysis; Mass Media Effects; Media Research; *Programing (Broadcast); *Radio; *Sex Bias
IDENTIFIERS- Advertisements; Media Bias; *Radio Chatter
Focusing on the sex roles portrayed over commercial radio targeting adolescents, a study conducted a content analysis of two radio stations in the Washington, D.C. market (the two stations held an average share of 30 to 35 percent of the adolescent audience in that area). The content analyzed included the advertisements, disc jockey (DJ) chatter, DJ and audience interaction, recorded and live promotions, weather, sports, news, and references to males and females. During March and April of 1987, the stations were recorded one day a week for seven weeks. The times chosen for coding were determined by Arbitron ratings indicating that the highest percentage of adolescents listened on Monday through Friday from 6 a.m. to 9 a.m. and 7 p.m. through midnight, and on Saturday from 10 a.m. to 3 p.m. Analysis revealed that the majority of the voices heard over the radio were male. The only categories where women were dominant were in traffic reports and as the audience. In advertisements, the majority of the ads were male voiced. Females were usually the passive receivers of the message but rarely the senders. Males were referred to with a title of some kind more often than females. Females were referred to as "ladies," part of the family (mothers, wives, daughters, etc.), women, or girls, while males were referred to as guys, Mr., or men. (MM)

ED 298 615 EA 020 272

Stromquist, Nelly P.
Gender Disparities in Educational Access and Attainment: Mainstream and Feminist Theories.
PUB DATE- Jan 88
NOTE- 28p.; Revision of paper presented at the Annual Meeting of the Western Region of the Comparative and International Education Society (Los Angeles, CA, November 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Developing Nations; Educational Attainment; *Educational Benefits; Educational Sociology; Elementary Secondary Education; *Equal Education; *Females; *Feminism; Postsecondary Education; *Sex Discrimination; *Social Theories
IDENTIFIERS- *Feminist Scholarship
A comparison of mainstream and feminist theories to explain women's attainment of education in developed and emerging countries as it relates to individual achievement and life chances is presented. The questions of access to schooling and the years of education attained have become two critical indicators of women's progress. Mainstream theories about inequality are gender-blind and do not attempt to explain gender differences in education. They take social class as the main variable. Feminist perspectives do consider women as a main social construct, but they vary in the role they attribute to the state, the family, and the school system in the process of change. Three feminist theories are examined in detail: liberal feminist, radical feminist, and socialist feminist. The socialist feminist theories appear to offer explanations for the present conditions characterizing women's inequality in education. In conclusion, it is suggested that it is unlikely educational gender inequalities will wither away as long as patriarchy and the capitalist mode of production reinforce each other. Notes and 28 references are attached. (LMS)

ED 298 630 EA 020 294

Ehrhardt, Cathryn
Curriculum Revolution: History-Social Studies--K-12!
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Aug 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Citizenship Education; Course Content; *Curriculum Development; *Educational Innovation; Elementary Secondary Education; *History Instruction; Instructional Materials; *Social Studies; State School District Relationship; Textbook Selection
IDENTIFIERS- California; *History Social Studies Framework (California)

In 1985, California launched a 2-year curriculum reform initiative in history and social science that could eventually bring new standards of learning in these areas. Professional studies and student surveys relate a common message: a more extensive, literature-based, issue and idea-oriented curriculum, and better teaching methods would increase student knowledge and enthusiasm for their national and international heritage. School board members nationwide soon will be confronted with the issue because new instructional materials will be published to capture the lucrative California market. Unless school board members begin the curriculum review process now, they soon may face the dilemma of having new textbooks with a body of knowledge and a format that are incompatible with their current institutional standards. To ensure classroom success, new learning material should be supported by a sound curriculum, staff resources, and the community. (TE)

ED 298 361 CG 021 041

de Rosenroll, David A.
Peer Counseling: Implementation and Program Maintenance Issues.
PUB DATE- Jun 88
NOTE- 41p.; Paper presented at the Annual Meeting of the National Peer Helpers Association Conference (2nd, Fort Collins, CO, June 25-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Selection; *Counselor Training; Foreign Countries; Needs Assessment; *Peer Counseling; Program Evaluation; *Program Implementation; Supervisor Qualifications; Training Methods
IDENTIFIERS- Canada
This report discusses many issues with which those who are implementing peer counseling programs will have to contend. Although it is recommended that peer counseling program implementors be aware of and know how they will deal with each of the issues prior to program implementation, the issues are presented according to their identifiable time sequences. The first section, Global Issues, focuses on legal and ethical issues, as well as on arguments for and against the use of the label "counselor" when describing peer counselors. The second section, Pre-training Stage, examines the issues of how to enlist support for a peer counseling program, assess needs, and delineate objectives. Peer counselor selection process issues are also considered. The third section, Training Stage, discusses issues related to the content and process of training, duration of training, and qualifications of trainers. Examples of training packages and widely used training manuals are included. The final section, Post-training Stage, examines the issues of tracking, supervision, peer duties, and special training topics. Each of the three training-related stages has its own evaluation component. Fifty references are included. Addresses for the National Peer Helpers' Association in the United States and for the Peer Counselling Project in Canada are appended. (NB)

ED 298 376 CG 021 057

Hammond, Laura A.
Mediators of Stress and Role Satisfaction in Multiple Role Women.
PUB DATE- 1 May 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; Coping; *Females; Job Satisfaction; *Life Satisfaction; Lifestyle; Marital Satisfaction; *Professional Occupations; *Role Perception; Scientists; *Stress Variables
IDENTIFIERS- *Multiple Roles; *Role Satisfaction
Women involved in multiple life roles comprise a large segment of society, yet little is known about how stressful and satisfying they find this lifestyle, or about what characteristics are related to feeling stressed or satisfied. The purpose of this study was to examine role and life satisfaction and stress in women involved in multiple life roles and, using an interactional theory of stress as a guideline, to explore the mediating effects of coping strategies, hardiness, and social support on these levels of stress and satisfaction. The sample included 111 female university faculty, research scientists, and administrators involved in multiple role lifestyles. Participants completed questionnaires assessing their levels of stress; general life, career, marital, parental, and leisure role satisfaction; hardiness; social support; and typical coping strategies. Participants reported relatively low levels of stress and moderately high levels of satisfaction with their roles. Regression analyses revealed that the various forms of satisfaction were significantly predicted by hardiness and social support ($p<.05$). Coping strategies were not a strong predictor for any of the satisfaction variables. Stress was significantly related to lack of hardiness and use of avoidance coping strategies for women ($p<.001$). These results have implications for counseling multiple role women. (Author)

ED 298 434 CS 009 278

Reading and Literature in the English Language Arts Curriculum, K-12 (Draft).
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- May 88
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; English Instruction; *Language Arts; *Literature; *Reading Instruction; Reading Processes; *Reading Skills; Reading Strategies; *State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Curriculum Emphases

As a supplement to the English Language Arts Syllabus K-12, this curriculum guide draft for reading and literature in the English Language Arts (K-12) focuses on instruction that reflects reading as an active meaning-centered process. The guide includes: (1) a description of an integrated program in the English language arts; (2) the characteristics and quality indicators of an effective program; (3) a description of the reading process; (4) recommendations for nurturing the reading process in the classroom; (5) an overview of essential reading readiness experiences; and (6) expected instructional outcomes for grades K-12. Also included is a discussion of the role of literature in a comprehensive reading program and a chart describing the content of a balanced literature program. The role of word identification is addressed, and finally, an evaluation section presents several informal approaches to assessment and monitoring of student achievement in reading. (MM)

ED 298 543 CS 506 309

Regis, Humphrey A.
Caribbean Musical Social Commentary and the Exportation/Importation Perspective of Communication and Cultural Imperialism.
PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Cross Cultural Studies; *Cultural Influences; *Cultural Interrelationships; Developed Nations; Developing Nations; Folk Culture; Foreign Countries; *Intercultural Communication; Media Research; *Music; Musicians
IDENTIFIERS- *Cultural Dependency; Cultural Preservation; Ethnomusicology; Jamaica; *Popular Music; Reggae; Trinidad and Tobago
Cultural imperialism is seen not as a static phenomenon but as a dynamic process in which the more developed countries (the dominating "centers" of the world system) influence the less developed countries (the dominated "periphery" of the system). In this process the more developed countries produce artifacts and content that reflect their culture (the values, beliefs and behaviors that their members accept and share) and export them to less developed countries. The less developed countries adopt these with revision and/or demise of local artifacts, content, and local values. Two forms of Caribbean contemporary popular music, the calypso from Trinidad and reggae from Jamaica, seem to be manifestations of the exportation/importation process of cultural imperialism. The importation/exportation process described above may have as its starting point those musical artifacts and content that are reflective of the native culture of the less developed countries and therefore serve as local referents and criteria for assessing the appropriateness of importations from the more developed countries. It provides a framework for the assumption of control by the less developed countries over the revision of their culture by the more developed countries. (Twenty-five notes are included and one figure is attached.) (RAE)

ED 298 557 CS 506 328

Ciofalo, Andrew
A Perspective on Internship Grading Problems and a Solution.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Evaluation Methods; Grade Inflation; *Grading; Higher Education; *Internship Programs; Mass Media; Student Evaluation
IDENTIFIERS- Educational Issues; *Loyola College MD

Several critical questions are raised by the proliferation of communications internships, yet the question of grading and evaluating internships is one that can be answered by examining the Media Program at Loyola College in Maryland. Although the communications curriculum was not fully developed until the 1986-87 academic year, enrollments in the program increased dramatically in 1983-84, when internship opportunities were expanded. In examining the grades college-wide for Loyola interns, a pattern emerged indicating that internships resulted in grade inflation, a danger which can undermine respect for a discipline. The Writing/Media Department addressed this problem by asking internships' supervisors to rate intern performance in 20 categories (including resourcefulness, graphic and editing skills, and ability to contribute to the organization), using a 1-5 numerical rating system, instead of giving the interns a final letter grade. The evaluator's focus thus shifted from the consideration of an overall grade to a specific appraisal of attributes that indicate successful professional performance. After implementation of this grading procedure, registration for media internships decreased from the usual 25 to 8 for the fall 1987 semester, indicating that grades may have been a factor in the extensive participation in the internship program. (MM)

ED 298 262 CE 050 751

Lapp, H. J., Jr.
Maintaining Interest in Operator Requal Training.
PUB DATE- 22 Sep 88
NOTE- 29p.; Paper presented at the Annual Midwest Nuclear Training Assocation Nuclear Instructors' Workshop (3rd, Columbus, OH, September 21-22, 1988). Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Educational Needs; *Nuclear Power Plant Technicians; *Professional Continuing Education; *Refresher Courses
A study reviewed operator training programs at Oyster Creek Nuclear Generating Station to determine their interface with plant operations and to devise new ways of maintaining interest in requalification (requal) training. The operator training review committee that was formed to implement the review documented over 100 issues and concerns pertaining to the overall quality of the operator training effort and the attitudes and perceptions of operators and instructors while they worked in the training environment. These were later consolidated into over 50 specific issues/concerns pertaining to the following subject areas: operator training policy and practices; communication between operations and training department personnel; requalification program scope, content and schedules and examinations; instructor credibility and experience; operator training classroom environment; and miscellaneous operator training issues. According to the review, a full-time operations training coordinator is needed, communications between operations and training department personnel need improvement, responsibilities for training operators must be defined, staffing levels of the training sections are inadequate to meet future needs and requirements, operator training group capabilities should be upgraded, and the operator training classroom environment needs to be improved to provide more effective training. (MN)

ED 298 291 CE 050 835

Adult Literacy & Technology National Conference (Pittsburgh, Pennsylvania, July 27-31, 1988).
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Gannett Foundation, Rochester, NY.; Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Reading Programs; *Computer Assisted Instruction; *Educational Technology; Faculty Development; Illiteracy; *Literacy Education; Reading Instruction; Teacher Education; *Technological Advancement; Telecommunications

This document provides advance information on the symposia, workshops, and presentations of a conference the purpose of which was to teach about new techniques and methodologies for applying technology as a solution to adult illiteracy. Brief summaries are provided of the content of the symposia, workshops, and presentations. Representative topics include social and economic importance of literacy in the workplace, literacy strategies in the military, teaching the teacher to use technology, using hypermedia in adult literacy programs, teaching reading with a computer, using telecommunications to provide literacy training, combining literacy and employment training for women, creative uses of computers with adult literacy students, interactive video disc and workplace literacy training, using readability-calculations software, family literacy efforts, models for developing statewide literacy networks, a model for staff development and technical support for literacy providers, and microcomputers in the adult learning environment. Other themes are teaching workplace literacy through television, creating job-training opportunities through computers, a video series demonstrating effective teaching practices in adult literacy, and program management. (YLB)

ED 298 305 CE 050 857

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for Automobile Air Conditioning and Electrical System Technician.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 604p.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Electrical Systems; Learning Activities; Postsecondary Education; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
This curriculum guide provides an outline for an eight-unit course to train automobile air conditioning and electrical system technicians. Each unit focuses on a duty that is composed of a number of performance objectives. For each objective, these materials are provided: a task, a standard of performance of task, source of standard, conditions for performance of task, enabling objectives, resource list, teaching activities, a criterion-referenced measure and answer key, and a checklist for the performance objective, which is really a performance test. A total of 180 performance objectives are covered in these eight units: auto heating, cooling, and air conditioning system diagnosis; maintaining and repairing automobile air conditioning systems; maintaining and repairing automobile cooling and heating systems; maintaining and repairing air conditioning and heating control units; diagnosing the automobile electrical systems; maintaining and repairing automobile electrical accessories; and conducting shop operations. Appendixes include a cross-reference table of duties, tasks, and performance objectives; definition of terms; tools/equipment/work aids; state-of-the-art literature; bibliography; and source of standard. (YLB)

ED 298 319 CE 050 884

Veach, June P.
The Helping Process Booklet for Students. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 14p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700HP06--$5.50 (package of five copies); related videocassette, SP700HP07--$25.00; set of six Helping Process booklets and videocassette, SP700HP--$39.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Counseling; *Dropout Prevention; *Dropout Programs; Dropouts; Guides; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; Secondary Education
This booklet for students is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. It lists members of the helping process team, discusses what the helping process team does, and describes the eight steps in the helping process. The steps are as follows: referral, needs identification, Individualized Helping Plan, putting the plan into action, solving out-of school problems, progress checks, review, and follow-up. (YLB)

ED 298 332 CE 050 910

Lovelace, Bill E.; And Others
Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual.
North Texas Univ., Denton. School of Human Resource Management.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Jun 88
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; *Program Development; Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Technical Education; *Vocational Education; Womens Education

This manual was developed to assist postsecondary administrators, faculty, staff, and students by providing materials specifically designed to eliminate sex bias and stereotyping of students and to recruit students into nontraditional careers and vocational-technical programs. The manual is organized in six sections. The first section introduces the problem of sex discrimination in education and employment and substantiates the need for methods of promoting sex equity. Section II documents the process of becoming aware of the need for sex equity, and Section III provides a program model for planning a program to promote sex equity in vocational education. Section IV outlines the role of the counselor; Section V presents strategies for creating a program to improve sex equity. The final section lists resources, such as agencies, articles and periodicals, books, films, pamphlets, videos, and contacts that can be useful in building a sex-fair vocational education program. Extensive appendixes contain materials for use in workshops on sex equity. (KC)

ED 298 347 CE 050 954

Job Training Partnership Act Handbook for DPI/JTPA 8% Programs. 1988-89.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
PUB DATE- 88
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Certification; Check Lists; *Coordination; Disadvantaged; Educational Legislation; Eligibility; *Employment Programs; Federal Legislation; High Risk Students; *Instructor Coordinators; Legal Responsibility; Marketing; Migrant Youth; Orientation; Outreach Programs; *Program Implementation; Records (Forms); Secondary Education; *Statewide Planning; Student Evaluation; Student Recruitment; Student Responsibility; Student Rights; Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *North Carolina
This handbook has been developed to assist Job Training Partnership Act (JTPA) coordinators with the information and procedures required for successful implementation of the JTPA in North Carolina public schools. The following are covered: program objectives, job requirements, file checklists, outreach/recruitment, marketing activities, program enrollment, eligibility documentation, program orientation/participant rights, complaint and grievance procedures, orientation checklists, assessment, school record reviews, employability development plans, program implementation, counseling logs, participant tracking, collaborative committees, JTPA work experience activities, youth employment certificates (work permits), citizenship employment eligibility verifications, child labor requirements, fiscal information, reporting requirements, income tax withholding information, form processing, Division of Employment Training/participant data forms information, and contact personnel. Eighteen sample forms are appended, include administration and participant file checklists, JTPA eligibility and verification record and participant's rights forms, an employability developmental plan, interagency cooperative agreements, student evaluation and work experience tracking sheets, and an amendment request. (MN)

ED 298 482 CS 211 443

Stein, Mark J.
Teaching Plagiarism.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; Cues; Discourse Analysis; Higher Education; Literary Criticism; *Plagiarism; Rhetoric; Teaching Methods; Theory Practice Relationship; Writing (Composition); *Writing Instruction

While assessing students' needs for a new approach to the issue of plagiarism, it is interesting to note that historically attitudes towards plagiarism have not always been negative. The problem of plagiarism may really be the problem of finding a proper mix between the ideas of the speaker and the ideas of those that have preceded the speaker. Linguistic devices for carrying out this task are available. What is needed for an acceptable quotation is that the words as well as the ideas used be suitably memorable. Shirley Brice Heath has recently written on ways in which we can get students to be ethnographers of their own language, empowering students by having them become the ones who find the problems with their language and the ones who reach an accommodation with the structures of the language. Teachers should try to get their students to make such observations concerning plagiarism and originality within the discourse communities of which they are a part and to reach some sort of accommodation with their own words and ideas and those of others. (Sixteen footnotes are included and a table of contents is attached.) (RAE)

ED 298 513 CS 211 480

Gregg, Joan
Critical Thinking in the Basic Writing Classroom.
PUB DATE- Apr 88
NOTE- 6p.; Paper presented at the New York College Learning Skills Association Symposium (April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coherence; *Critical Thinking; Higher Education; *Revision (Written Composition); Teaching Methods; Writing (Composition); Writing Instruction
IDENTIFIERS- *Basic Writing

Critical thinking needs to be incorporated into composition instruction to compel students to question the text, the topic, and the teacher so that they will be better prepared to perform writing tasks in content areas. The analytic skills of revision and coherence are the most troublesome for the basic writer. Providing the student with models of the analytic approach to analyzing text, demonstrating through exercises the benefit of revision, and providing exercises to demonstrate and improve the coherence of a passage of text will aid the basic writer in developing such skills. (RS)

ED 298 528 CS 211 498

Luetkemeyer, Mark
A Bibliographical Essay on the History of Children's Literature with an Annotated Bibliography of Serials Published in the United States, 1959-1979.
PUB DATE- Jun 81
NOTE- 40p.; Master's Thesis, University of Missouri.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Educational History; Elementary Education; Foreign Countries; *United States Literature
IDENTIFIERS- Great Britain

This 140-item annotated bibliography of journal articles from 1959 to 1979 deals with the history of children's literature in the United States and the early influence of Great Britain on America's children's literature. A historical essay on the publishing trends in children's literature in the twentieth century precedes the annotated bibliography. The essay demonstrates that the society of the United States is reflected in its literature for children. (RS)

ED 298 601 EA 020 157

Bredeweg, Frank H.
United States Catholic Elementary and Secondary Schools, 1987-1988. A Statistical Report on Schools, Enrollment, & Staffing.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-002-X
PUB DATE- 88
NOTE- 29p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($7.30 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Declining Enrollment; Elementary Secondary Education; *Enrollment Trends; Lay Teachers; Minority Groups; Nuns; Preschool Education; Priests; *Private Schools; *School Demography; *School Personnel; *School Statistics; Tables (Data); Teacher Student Ratio

Historical data (since 1968-69) and current data on schools are presented and their significance and implications discussed. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; and enrollment trends in private schools by religious affiliation. Catholic school statistics, gathered from 172 archdiocesan and diocesan offices, include enrollment trends by level, region, type of school, and ethnic composition; pupil teacher ratios; staff employed; and percentages of lay/religious teachers. Highlights include the following findings: (1) the number of elementary school-age children will continue to increase, but that of the secondary school-age pupils will not stop declining until 1991-92; (2) private education represents a higher percentage of elementary and secondary enrollment in the 1980s than it did in the 1970s; (3) the number of prekindergarten and kindergarten pupils has increased dramatically over the past 5 years (215 percent); (4) the percentage of non-Catholics in Catholic schools was 11 percent in 1987-88; and (5) the percentage of minority students in Catholic schools has increased from 11 percent in 1970-71 to 22 percent in 1987-88. (MLF)

ED 298 647 EA 020 323

Su, Zhixin
Teacher Education Reform in the United States (1890-1986). Occasional Paper No. 3.
Washington Univ., Seattle. Center for Educational Renewal.
PUB DATE- May 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Foundations of Education; Higher Education; Preservice Teacher Education; *Schools of Education; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Teacher Supervision; Teaching (Occupation)
This paper reviews the major studies and reports about the development and reform of teacher education over the past century, focusing on the chronic issues and recurring themes in this body of literature. Part 1 reviews the historical development of teacher education in America over four periods: advancement and transformation from normal schools to teachers' colleges (1890-1930); construction and consolidation of teacher education institutions (1930-1950); controversy and criticism over teacher education (1950-1970); and research, reform, and reconstruction of teacher education (1970 to the present). Part 2 focuses on literature that pertains to the following chronic issues and recurring themes: (1) teaching as a profession; (2) organization of knowledge; (3) organization of programs; (4) quality controls; (5) authority and responsibility; and (6) state-certified departments of education and public schools. Seventy-three references are included. (TE)

ED 298 277 CE 050 780

Sandell, Steven H.; Rupp, Kalman
Who Is Served in JTPA Programs: Patterns of Participation and Intergroup Equity. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-03
PUB DATE- Feb 88
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Client Characteristics (Human Services); Comparative Analysis; Dropouts; *Eligibility; *Employment Programs; Employment Services; *Enrollment Influences; Equal Education; Federal Legislation; Females; *Job Training; Minority Groups; *Participant Characteristics; *Participation; Welfare Recipients
IDENTIFIERS- *Job Training Partnership Act 1982
A study examines the provisions of the Job Training Partnership Act (JTPA) relating to who should be served, analyzes factors that affect the decisions of JTPA eligibles to participate and of Private Industry Councils to select whom they serve, and presents data on those from the eligible population who are being served. Data from the Job Training Quarterly Survey (on program years 1984 and 1985) and the March 1986 Current Population Survey served as the study's data set. Nearly 88 percent of persons eligible for JTPA are either already employed or not actively seeking jobs and thus are unlikely to be interested in JTPA training programs. Almost 13 percent of unemployed eligibles are participating in JTPA annually. Welfare recipients and minorities are generally being served in proportion to their incidence in the eligible population, with unemployed female recipients of Aid to Families with Dependent Children being served in greater numbers than their incidence in the population. About 40 percent of all participants are youth, even though they represent only 18 percent of the eligible population. Adult high school dropouts, a prime target group, are not being served in proportion to their incidence in the eligible population. (MN)

ED 298 391 CG 021 072

A Report to the Congress: Joining Together To Fight Child Abuse.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Jan 86
NOTE- 53p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Child Abuse; *Child Neglect; Children; Child Welfare; Community Programs; *Coordination; Federal Legislation; *Federal Programs; *Government Role; State Programs

This report concerns the coordination of goals, objectives, and activities of agencies which have responsibilities for programs and activities related to child abuse and neglect, as required by P.L. 93-247, as amended. It describes some of the combined efforts of federal agencies and other organizations for the calendar years 1983 and 1984 and highlights some activities which were underway in 1985. A summary of highlights of the report is given. The introduction to the report provides an overview of the problem of child abuse in the United States, looking at definitions of abuse and neglect and presenting characteristics of reported cases. The National Center on Child Abuse and Neglect and the Advisory Board on Child Abuse and Neglect are described as two mechanisms for coordination of child maltreatment prevention efforts. Major activities in the area of interagency coordination and other federal efforts are briefly reviewed. Federal efforts to encourage state and local coordination are also described. A look at fiscal year 1985 activities considers the issues of the medical treatment of disabled infants and guidance to states to prevent child abuse in day care facilities. The appendices list Advisory Board on Child Abuse and Neglect memberships for 1983-1984 and for 1985, and state liaison officers for child abuse and neglect. (NB)

ED 298 406 CG 021 087

Sakinofsky, Isaac
Why Do Parasuicides Repeat Despite Resolving Their Problems?
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
GRANT- NH606-1353-4402
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Behavior Patterns; Comparative Analysis; Followup Studies; Foreign Countries; *Psychopathology; *Suicide
IDENTIFIERS- Canada; *Parasuicide; *Suicide Attempts
Few follow-up studies of parasuicides in the literature focus on changes in underlying psychopathology. This study compared a group of parasuicides who mastered their presenting problems within 3 months after the key episode with a group who had not and examined some of the underlying psychopathology and its relationship to repetition of suicidal behavior. Subjects were parasuicides (N=228) who presented at hospitals and were interviewed within 3 days of the event or as soon as detoxification allowed. Subjects were asked to name up to three problems which they considered responsible for the episode and to complete a variety of psychological tests which were repeated at the end of 3 months. Results of predisposing or triggering problems that precipitated deliberate self-harm seemed to depend on more acute versus chronic problems, a sense of mastery and relatively low self-dislike. Compared to non-resolvers, resolvers experienced better fortune, with fewer new stresses and more improvements, which may also have been related to better coping and to the mastery of their initial problems. Nevertheless, one in six persons of either group repeated. They turned out to be people who began deliberate self-harm earlier in life and resorted to it more often. Their shorter prodromes suggest lower thresholds. Externally directed hostility and externally attributed control over their lives also distinguished repeaters. At 3 months they were predictably found to be characterized by poor social adjustment and dislike of themselves. (ABL)

ED 298 451 CS 009 302

LaBonty, Jan
The Incidental Acquisition of Word Meaning through Oral Context.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Grade 3; Language Research; Oral Reading; Primary Education; *Vocabulary Development; Vocabulary Skills; Word Recognition
IDENTIFIERS- Vocabulary in Context Exercises
A study examined whether children increased their vocabularies as a result of hearing unfamiliar words within the oral context of a story and observed the oral strategies the children employed as they attempted to define a new word. Subjects, 64 males and 64 females, were from self-contained third-grade classrooms in public schools in a small town in the northwest. They were divided into experimental and control groups. An oral posttest measured the extent to which children acquired meaning through oral context. Oral context consisted of listening to a tape of the children's books, "Solomon the Rusty Nail" and "The Legend of the Veery Bird." The posttests were scored for word meaning and for sentence recognition. Results indicated that the children who heard the story from which the words and sentences were taken had a better understanding of those words and recognized sentences from that story better than the children who had heard the other story. Gender was also a significant source of variance for both stories. The posttest scores of males were significantly higher than those of the females. Findings suggest that the process of meaning acquisition does begin with the first encounter with an unfamiliar word within the context of a children's book. In this study, recognition of a sentence from the story indicated a step in the process of the development of word meaning. (One figure, five tables of data and 31 references are attached.) (RAE)

ED 298 498 CS 211 464

Bogdan, Deanne
Romancing the Response: Issues of Engagement and Detachment in Reading Literature.
PUB DATE- Aug 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; English Curriculum; Epistemology; Foreign Countries; Humanistic Education; Language Arts; Literary Criticism; *Literature; *Reader Text Relationship; Secondary Education; *Theory Practice Relationship
IDENTIFIERS- Aesthetic Reading; Canada; Controversial Topics; English Teachers; *Literary Response; Ontario
A literary communication model cannot adjudicate the conflicting claims of transformation and enculturation: that literature is intrinsically educational, that it conduces to psychic growth as a process, irrespective of subject matter and free from the dangers of indoctrination, but that the imperative to make it instrumental to political ends necessitates stacking the curricular deck. Both the goals of transformation and enculturation can, however, be accommodated by the notion of literature as a dream for awakened minds. What requires resolution is how badly the dream is wanted and how conscious of that dream students are allowed to become, how much educators and parents are willing to risk the way things are in order to let happen the way things might be. Like literacy itself, response to literature is a deeply ambivalent enterprise. Increased attention to how literary texts are experienced and understood will perhaps alleviate the anxiety associated with such ambivalence. Using Alfred North Whitehead's three stages of mastering a discipline--romance, precision, and generalization--brings to mind the politics of engagement as moving literature educators from the first stage of romancing the response to the stage of precision--to confronting the issue of literature's ambiguous explosive power. Students must enjoy reading, to be sure; otherwise they don't read, but they must also be reading epistemologists--at least of their own reading--such that managing their own literary responses becomes one of the basics they move ahead to. (Thirteen references are attached.) (RAE)

ED 298 586 CS 506 358

Littlefield, Kathy M.; Littlefield, Robert S.
KIDSPEAK: An Innovative Activity Program for Children.
PUB DATE- 29 Sep 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Plains Regional Council of the International Reading Association (11th, Fargo, ND, September 29-October 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Critical Thinking; Elementary Education; *Extracurricular Activities; Junior High Schools; Middle Schools; *Speech Instruction; Supplementary Education
IDENTIFIERS- Speech Communication Education
KIDSPEAK, intended to promote the development of effective communication and critical thinking skills in children at the elementary and middle school levels, is an independently funded extra-curricular program providing a variety of relatively brief communication activities in a multi-disciplinary context. The program was developed and completed its first year of operation in both the Fargo (ND) and Moorhead (MN) areas. Materials were developed so that any teacher, regardless of experience in communication or critical thinking skills, could use them, and so that children would enjoy them. Six month-long units included: (1) basic public speaking skills; (2) oral reading; (3) creative expression and storytelling; (4) informing and persuading others; (5) argumentation and debate; and (6) communication etiquette. Instruction took place in small groups or individually. Though attrition over the six-month program was substantial, reactions to KIDSPEAK from administrators, teachers, parents, and children were positive. (An appendix contains four sample lessons from four different units.) (SR)

ED 298 616 EA 020 273

Staff Development and Retraining. Suggested Personnel Policy Guidelines for School Districts, 1988.
Oregon State Dept. of Education, Salem.
REPORT NO.- amlPUB146
PUB DATE- May 88
NOTE- 51p.; For related document, see ED 284 362.
AVAILABLE FROM- Publication Sales Clerk, Oregon State Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; Federal Regulation; *Personnel Management; Personnel Needs; *Personnel Policy; Public Schools; *Retraining; *School Administration; School Personnel; School Policy; *Staff Development; State School District Relationship
IDENTIFIERS- *Oregon

This document is one in a series of publications designed to assist local school districts in the management of their personnel procedures. This document provides assistance to districts by providing guidelines for staff development and retraining. Discussed in the publication are (1) the need for retraining; (2) retraining policy (federal and state regulations); (3) employee motivation; (4) staff development; (5) retraining; (6) supervision and evaluation; (7) the employee; (8) forms of merit; and (9) recommendations for improving retention. The appendices comprise almost half of the publication and contain definitions, model policies, a checklist for evaluating a staff development program, suggested standards for competent and ethical educators, and a suggested checklist for reviewing the personnel evaluation process. (SI)

ED 298 631 EA 020 299

Turner, A. Lynn
The Impact of Educational Reform Legislation on the Instructional Role of ETSSC Principals. Research Monograph.
East Texas School Study Council, Commerce.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Administrator Role; *Educational Change; Educational Legislation; Elementary Secondary Education; *Instructional Leadership; *Principals; Role Perception; *State Legislation; Tables (Data)
IDENTIFIERS- *Texas (East)
The East Texas School Study Council (ETSSC) (a cooperative organization involving 82 member school districts, a regional educational service center, and East Texas State University) sponsored a study on the impact of Texas reform legislation (H.B. 246 and H.B. 72) on the instructional role of the approximately 400 principals in council member schools. The council is composed of schools from quite small in size (less than 300 students) to quite large (more than 30,000 students) in 19 counties in Northeast Texas. A descriptive survey instrument mailed to the 400 principals in ETSSC school districts was responded to by 314 (78.5 percent) of the principals. The study was designed (1) to ask principals how important the legislative mandates were in terms of increased educational achievement; (2) to determine if the legislation had caused changes in the principal's instructional role; and (3) to identify areas of needed professional development for principals because of the change in role expectations. The second chapter looks at selected literature deemed pertinent to the study. According to the study, principals in the East Texas Study Council schools appeared not to accord the degree of importance to instructionally related mandates as did Texas legislators. Data and findings are included, as well as 49 references. (SI)

ED 298 249 CE 050 584

Hopkins, P. G. H.
Difficulties Involved in (Researching and) Writing about Workers' Education.
PUB DATE- Jul 86
NOTE- 16p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Foreign Countries; *Information Needs; *Labor Education; Postsecondary Education; *Research Methodology; Research Needs; *Research Problems
IDENTIFIERS- *Great Britain
Workers' education (WE) is that sector of adult education which caters to adults in their capacity as workers, and especially as members of workers' organizations. With regard to WE, the usual problems of collecting education are compounded for the following reasons: it has marginal status in the national educational systems; it is delivered by many different providing bodies (for most of which, it is marginal); it is not a recognized subject category in most libraries and educational bibliographies; it is marginal for most worker-students, the lack of standardized professional terminology regarding WE leads to extravagant nomenclature and confusion; and the recent worldwide explosion of WE activities makes collecting and selecting materials even more difficult. Evaluation of WE's materials and activities is difficult because: (1) its "affective outcomes" greatly outweigh any cognitive results and usually defy quantification and (2) its ultimate objectives are seldom explicit and their related ideological stances greatly influence reception and interpretation of its materials. Despite these restrictions, WE has resulted in positive changes in workers' lives and will continue to have a great potential in the future. (MN)

ED 298 362 CG 021 042

Sweat, Nora; And Others
Domestic Violence: The Counselor's Role in a Comprehensive Prevention Model.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Teacher Cooperation; Curriculum Development; *Family Violence; High Schools; *Home Economics Teachers; *Interdisciplinary Approach; Models; Prevention; Program Design; Program Implementation; *School Activities
This report describes a collaborative developmental model for dealing with domestic violence which was designed and implemented by two high school home economics teachers at West Hardin High School in Elizabethtown, Kentucky to address the issue of domestic violence. It discusses the advantages of a collaborative effort between teachers and school counselors which features a curricular focus; the formation of a community advisory group to help plan the curriculum as a critical first step in getting grass roots acceptance of the curriculum; and the development of 3 videotapes and 11 computer diskettes for use as major teaching tools in the program. The counselor's role in the program is explained and the purpose of a school-wide assembly is discussed. Following a description of the specific program implemented, an illustration depicting the collaborative curriculum-based model is presented. The 3 videotapes and 11 computer diskettes produced by the program and available for sale to other programs are listed, along with an order form for ordering the materials. Aids for teaching prevention of family violence are given and addresses for teaching aids are provided. A 25-question true-false pretest on domestic violence is included. (NB)

ED 298 421 CG 021 103

BJS Data Report, 1987.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-110643
PUB DATE- Apr 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Confidentiality; *Correctional Institutions; *Crime; *Criminals; Drug Use; *Legal Problems; Recidivism; Sentencing; *Victims of Crime

The introduction to this report describes the functions and activities of the United States Bureau of Justice Statistics (BJS) which collects, analyzes, publishes, and disseminates statistical information on crime, victims of crime, criminal offenders, and operations of justice systems at all levels of government; provides financial and technical support to state statistical and operating agencies; and analyzes national information policy on such issues as the privacy, confidentiality, and security of criminal justice data and the interstate exchange of criminal records. This report was created to supply summary information on the most current data available from all the BJS statistical series. A section on crime looks at crime trends, incidence, violent crime, victims, weapons, and the offender-victim relationship. Another section examines characteristics of robbery, domestic violence against women, rape, household burglary, bank robbery, and automated teller machine loss and theft. Another section looks at drugs and crime, sentences and time served by drug offenders, drug offender profiles, drug use in the general population, and public opinion about drugs. A section on corrections examines state prisons, adult correctional populations, juveniles, international incarceration rates, prison crowding, characteristics of inmates, funding, time served in prison, and capital punishment. Other sections focus on the cost of crime; the public response to crime; adjudication and sentencing; recidivism and career criminals; and privacy, confidentiality, and security of criminal justice data. (NB)

ED 298 435 CS 009 279

Webre, Elizabeth C.
Personalized Progress Charts: An Effective Motivation for Reluctant Readers.
PUB DATE- 16 Sep 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Charts; Elementary Education; Incentives; *Motivation Techniques; Reading Improvement; Reading Instruction; *Recognition (Achievement); *Remedial Reading
IDENTIFIERS- *Progress Charts; Reluctant Readers
Progress charts are an effective means of dramatizing student effort and improvement in reading and are especially important for remedial reading students, who need concrete evidence of progress. Remedial reading students often need extrinsic reward, and since reading is a complex act, progress charts lend themselves to the element of reward and to the recording of successes in specific reading skills. Student involvement and choice of theme are important in progress chart construction. Charts should be based on students' interests and designed and created by the students themselves using such ordinary materials as poster board and felt markers. Units of improvement chosen to be recorded on the chart should be small enough so that progress can be recorded at frequent intervals. For example, if a child is interested in baseball, the progress chart can be designed as a baseball diamond, with the student scoring a home run for each book read. In this way, the student is rewarded for small steps taken in the reading process and his or her successful efforts are recognized visually. (Three illustrations of progress charts are included.) (MM)

ED 298 514 CS 211 481

Richardson, Brian; And Others
Linkages between Journalists' Community Associations, Attitudes, and Expression of Viewpoints on Selected Issues.
PUB DATE- Jul 88
NOTE- 54p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Community Attitudes; *Community Involvement; Community Organizations; Moral Values; Newspapers; *Organizational Communication; Press Opinion; Surveys
IDENTIFIERS- Journalistic Objectivity; *Journalists

A study attempted to measure the extent to which journalists feel free to express their opinions, the extent to which they perceive their views on issues represent a minority position in the community, and the degree to which memberships in organizations outside the newsroom affect their attitudes or actions. Subjects, 326 respondents from a random sample of 875 members of the Society of Professional Journalists, Sigma Delta Chi, answered questionnaires which tested ten hypotheses pertaining to high or low participation in community organizations, comparing the responses of "young transients" with those of "older natives," and testing the spiral of silence theory in which perceived disagreement with one's views might inhibit speaking out. Results supported none of the hypotheses which tested behavioral or attitude differences between respondents who were active in community groups and those with little community involvement. Neither did perceived disagreement with respondents' views prove inhibiting to speaking out on issues. Journalists followed a private-to-public continuum on topics covered in the questionnaire. The most private topic was personal religious conviction and the most public was the respondent's news organization's daily performance. (Seven tables of data are included; 43 footnotes, the survey instrument, and further data are appended.) (RS)

ED 298 529 CS 211 504

Tompkins, Gail E., Ed.; Goss, Claudette, Ed.
Write Angles: Strategies for Teaching Composition.
Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.; Oklahoma Univ., Norman.
PUB DATE- 87
NOTE- 120p.; A publication of the Oklahoma Writing Project.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Teacher Developed Materials; *Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- Oklahoma Writing Project

Written by teachers for teachers, this book, the first publication of the Oklahoma Writing Project, contains a collection of articles which describe successful strategies and activities for teaching composition. The articles, which deal with a variety of topics, listed with their authors, are as follows: (1) The Writing Process (Gail E. Tompkins and Lee McKenzie); (2) Building Platforms by Extending Early Writing Stages (Terry O. Phelps); (3) Peer Editing and Instant Grading: A Practical Approach (Stan Fuller); (4) Why Can't They Just Write the Composition? Learning Styles and the Writing Process (Scherie Hall); (5) Freewriting (Lewis Parkhill); (6) Journals Develop a Voice (Lee McKenzie); (7) Short Directed Writings: Another Approach to Journals (Annette Brown); (8) Description (Lewis Parkhill); (9) Reaching Reactive Writers: Using Pictures for Writing (June Richardson); (10) The Arts: An Avenue to Writing (Lillian K. Johnson); (11) Using Vacation Slides in Teaching Composition (Peggy J. Price); (12) Writing: A Key to Understanding the Past (Glenda LoBaugh); (13) We Raised the Titanic (Wilda N. Walker); (14) Letters in the Classroom (Sue Oldham); (15) An Untapped Writing Resource: Wordless Picture Books (Gail E. Tompkins); (16) Comics: A Truly Serious Business (Mona Jean Suter); (17) Developing Critical Skills through Writing, Reading, and Thinking (Jane Cochran); (18) Ineffable (Elsie Lang); (19) Stressing the Discovery Process in Teaching the Term Paper (Peggy J. Price); (20) Sentence-Combining for Fun and Profit (Joan Harper); and (21) Synthesizing Communication Skills in the English Classroom (Alice Gregg). (SR)

ED 298 544 CS 506 310

Brownlee, Bonnie J.
Conducting Evaluation Research Abroad: Some Things They Don't Exactly Tell You.
PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Developing Nations; Evaluation; *Field Studies; Foreign Countries; Graduate Students; Higher Education; *Journalism Education; *Mass Media; Radio; *Theory Practice Relationship
IDENTIFIERS- *Evaluation Research; Honduras; Nicaragua
This paper chronicles the anecdotal evidence of unexpected problems that emerged in two mass communication projects in Central America. The aim is to highlight the most salient "people-related" issues faced by mass communication evaluation researchers who work in alien cultures. The paper argues that graduate students in schools of journalism and mass communication are well trained in theory, methods, and statistical analysis but are not so well prepared to deal with the obstacles put up by people and the organizations they represent in field settings. The paper states that this problem is particularly true for those who intend to work in evaluation research in developing countries. The two projects discussed in the paper dealt with non-formal community educational radio and were located in isolated regions of Nicaragua and Honduras. Personal experiences of the author during these projects are recounted while observations drawn from literature that addresses evaluation research are integrated in the text. The paper makes the case that the field of journalism and mass communication needs to prepare graduates better to handle these "people-related" issues. (Thirteen notes are included.) (MS)

ED 298 558 CS 506 329

Packer, Cathy
Freedom of Expression in the American Military: A Communication Modeling Analysis.
PUB DATE- Jul 88
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Court Litigation; Federal Courts; *Freedom of Speech; *Military Personnel; Models
IDENTIFIERS- Communication Context; *First Amendment; Freedom of Assembly; Freedom of Association; Legal Research; Military Law
A study used a communication perspective to examine the extent to which the civilian/military First Amendment dichotomy is warranted and to add to First Amendment theory the subject of the First Amendment rights of servicemembers. The study was limited to the freedoms of speech, press, assembly, petition, and association. It did not include freedoms of religion or privacy, the rights of gay servicemembers, or the right not to register for the draft. Traditional legal research methods were used to uncover the legal rationales that support the civilian/military dichotomy. All the military speech cases from all levels of the military appeals courts and the federal civilian courts were examined. Also examined were the congressional debate over the adoption of the Uniform Code of Military Justice and three unlitigated military speech controversies from the post-Vietnam period. Results indicated that civilian and military courts have used the following four rationales which suggest that military speech must be curtailed if it threatens: (1) the political neutrality of the armed forces; (2) servicemembers' loyalty and morale; (3) strict order, discipline, and obedience in the military; and (4) diplomatic relations. Findings support the conclusion that military society is viewed by the courts as substantially different from civilian society. A communications model is suggested in which military communications is a discrete, linear process that can be stopped and the purpose of which is usually persuasive. (One hundred forty-six footnotes and two diagrams are attached.) (RS)

ED 298 572 CS 506 344

Christo, Doris Hedlund
Children and Television. Current Issues in Education: A Bibliographic Series. Volume 5, No. 1, July 1988.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- Jul 88
NOTE- 12p.; Part of a continuing series published by the Monroe C. Gutman Library.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Children; *Childrens Television; *Mass Media Effects; Programing (Broadcast); *Television Research; *Television Viewing
IDENTIFIERS- *Educational Issues; ERIC; Television Role
Focused on research concerning children and television, this annotated bibliography lists 44 articles selected from the Educational Resources Information Center (ERIC) database from 1983 to 1988. Topics include: (1) the effects of television violence on children; (2) television viewing patterns; (3) children's television programs; and (4) television as a tool for teaching. (MM)

ED 298 263 CE 050 756

Bean, Dennis
Providing Continuing Instructor Training.
PUB DATE- 21 Sep 88
NOTE- 13p.; Paper presented at the Midwest Nuclear Training Association's Annual Nuclear Instructors' Workshop (3rd, Columbus, OH, September 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; *Inservice Teacher Education; *Needs Assessment; Postsecondary Education; *Professional Continuing Education; Program Development; *Teacher Improvement; Teaching Skills; Technical Education; *Vocational Education Teachers
Management should provide continuing instructor training to maintain and improve both the technical competence and instructional skills of instructors. Continuing training programs should address both instructional skills and technical skills. Training organizations must be both proactive and reactive in the development of instructor continuing training program content. Data to determine the training needs of instructors should include instructor evaluation by training managers and training supervisors, student evaluations of instructors, and task-based post-training feedback from former trainees and their supervisors. After each instructor has completed initial training and received instructor certification, continuing training should be provided periodically to maintain and improve both technical competence and instructional skills. (YLB)

ED 298 320 CE 050 885

Lankard, Bettina A.
The Student's Choice. Instructor's Guide. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 53p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (set including instructor's guide videocassette, and student videocassette, and student workbook, Order No. SP700SC--$49.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Counseling; *Decision Making Skills; *Dropout Prevention; *Dropout Programs; Dropouts; *Helping Relationship; High Risk Students; *Intervention; Learning Activities; Mentors; Potential Dropouts; Problem Solving; *Role of Education; Secondary Education; Success; Teaching Guides
This instructor's guide is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. This instructor book, a related student book, and a videotape called "A Time of Choices" comprise the classroom component of this set of materials focusing on awareness and commitment. It addresses the concept of reaching potential, having relevant school experiences, and ensuring success through problem solving and decision making. This classroom component is intended for the middle and junior high school level. Section A: "Potential" leads students to examine and develop the attitudes, habits, and behaviors that will enable them to reach their potential for success. Section B: "Experiences" helps students to recognize the importance of basic, vocational, and employability skills and leads them to develop an educational plan for acquiring the combination of the skills that are required for work in career areas that interest them. Section C: "Success" helps students develop decision-making skills that will enable them to deal positively with conditions or situations that cause stress in their lives. Each section contains an introduction followed by subsections describing purpose, benefit, theme, components, content, use, the role of school personnel, a walk through of salient components, and preparation needed. Each section concludes with distribution to each student of one copy of "The Student's Choice" student guide. An answer guide to worksheets in the student book is included. (YLB)

ED 298 333 CE 050 916

Palo Alto College Working To Increase Skills and Employability (PAC-WISE). Project No. 88104012 Report. Series PVEP-1040 Sub A.
Palo Alto Coll., San Antonio, TX.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Guidance; *Displaced Homemakers; Job Placement; *Job Search Methods; Job Skills; *Job Training; *Office Occupations Education; *One Parent Family; Postsecondary Education; Student Recruitment; Typewriting

The PAC-WISE program provided 150 hours of skills training in office occupations to single parents and homemakers with a high school diploma or General Educational Development (GED) certificate. Recruitment was effected mainly through GED classes and a flyer in the lobby of the administration building. Selection was based on need according to a three-point system that considered economic disadvantage, lack of skills or work experience, and number of minor children. Successful candidates were pretested using a test with questions on grammar, spelling, and telephone etiquette. The same test was given as a posttest. Classes were held five hours a day, five days a week, for six weeks. They included 10 hours of career guidance, 20 hours of job search skills, 10 hours of personal and professional development, 20 hours of computer use, 10 hours of office procedures, 20 hours of grammar, and 60 hours of typewriting. Student evaluations were extremely positive in regard to the program and individual instructors. The most frequent comment was that the program should be longer. Students found employment or were registered for vocational classes. (YLB)

ED 298 348 CE 050 955

North Carolina Career Exploration Curriculum and Teacher Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- Aug 88
NOTE- 142p.; Most of this document is printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; *Career Exploration; *Career Planning; *Competency Based Education; *Decision Making; Grade 6; Intermediate Grades; *Self Concept; Statewide Planning
IDENTIFIERS- *North Carolina

This guide is intended for use in teaching a semester course for sixth graders in self- and career awareness and career exploration. The course is designed to provide initial career guidance experiences and hands-on exploratory activities in the following areas: self-awareness, decision making, employability skills, orientation to careers, the world of work, reasons for working, and career exploration. The guide includes a course outline, course competencies, suggested activities, and recommended resources for effective implementation of the course. A discussion of the needs and characteristics of sixth-grade students, vendor addresses, and list of standards are also included. (MN)

ED 298 377 CG 021 058

Bodily, Gerald P.
Consequences of Retirement: An Essay.
PUB DATE- Feb 88
NOTE- 13p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Leisure Time; *Older Adults; *Planning; Preretirement Education; *Retirement; *Time Management

Studies on retirement reporting that, compared to people not retired, recent retirees exhibited less income, more physical and mental illness, lower self-esteem, and less life satisfaction have been challenged and new findings have been revealed by longitudinal studies using data from large samples. It appears that perhaps the way individuals adapt and cope following retirement is largely predicted by how they adapted and coped before retirement. The main thing that does change for most people when they retire may well be the amount of discretionary time they have. As old opportunities and responsibilities of work are abandoned, new opportunities and responsibilities for decision making appear with retirement. Planning is needed for retirement, and systematic planning is especially needed for some of the business aspects of retirement, such as career changes and possible job searches, financial management, housing, health management, and legal arrangements. Aside from business matters, leisure planning and volunteer activities may also require systematic information and assessment. More and more retired persons are healthy and capable people; they must be allowed and encouraged to become more independent and productive. It is economically, socially, politically, and culturally imperative that older persons continue or resume making contributions to society. Retirement needs to be seen as a transition from one activity to another; and as a change in emphases rather than a withdrawal from useful, productive living. (A 69-item bibliography is included.) (NB)

ED 298 467 CS 009 322

Rivera, Charlene

The Innovative Approaches Research Project: Employing Research Findings To Improve Instruction for Limited English Proficient Students.

PUB DATE- Aug 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Dropout Prevention; Educational Research; *Instructional Improvement; *Limited English Speaking; Literacy Education; Mathematics Instruction; Science Instruction; Secondary Education
IDENTIFIERS- *Limited English Writers; Nonnative Speakers

Through the Innovative Approaches Research Project (IARP), four research and demonstration projects are being implemented as part of a single research effort in the following topic areas: (1) dropout prevention, (2) literacy instruction, (3) math and science instruction, and (4) education of exceptional limited-English-proficient (LEP) students. The goals of the research and demonstration projects are to determine effective approaches for instructing LEP students and to document the innovations that are found to be most useful in order to make it possible for educators to replicate them in a variety of settings. Each project is based on a broad research base, including current findings on cognitive development and learning as well as findings on second language learning and on cultural factors that affect classroom learning. In the next two years a major goal of the IARP is to make the findings of the four IARP research and demonstration projects visible to educators generally, and more specifically to educators who are currently teaching/working with LEP students. (RAE)

ED 298 483 CS 211 446

Abbott, C. L.
East-West Comparative Literature: India/Ireland, Rabindranath Tagore/W. B. Yeats.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 15 Jan 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Class Activities; *Course Content; *Course Descriptions; *Cross Cultural Studies; Foreign Countries; Higher Education; Instructional Films; Literary History; Literature Appreciation; Non Western Civilization; Twentieth Century Literature; Western Civilization
IDENTIFIERS- Comparative Literature; India; Ireland; *Tagore (Rabindranath); *Yeats (William Butler)
This guide outlines a course introducing university-level students to the relationships between Eastern and Western literature by studying the works of Tagore and Yeats. The guide includes: (1) a list of texts for the course; (2) the sequence of lecture-discussions, covering the authors' works, their cultural contexts, and the parallel roles they played in India and Ireland; (3) suggestions for using foreign students and faculty as resources; (4) suggestions for activities, including films, visual arts, and theatre; and (5) a description of intent. (MM)

ED 298 648 EA 020 324

Soder, Roger
Professionalizing the Profession. Notes on the Future of Teaching. Occasional Paper No. 4.
Washington Univ., Seattle. Center for Educational Renewal.
PUB DATE- Jun 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Medicine; Prestige; *Professional Occupations; *Professional Recognition; Status; Teacher Education; Teacher Qualifications; Teacher Role; *Teaching (Occupation)

This paper discusses the efforts to professionalize teaching in light of four questions: (1) Can an occupational group, through its own efforts, obtain increased professional status? (2) What might those efforts look like? (3) What conditions must be obtained in order that those efforts might best succeed? and (4) Do such strategies serve good purposes, or might they? The secondary purpose is to develop a framework to guide needed research designed to support or reject the assumptions and hypotheses set forth in this paper. Accordingly, after brief introductory notes on the future of teaching, the first section identifies three distinct approaches in the literature on teacher status and professionalization: the "attributes" or "traits" approach, the "functionalist" approach, and the "process" approach. The main body of the paper elaborates an extended comparison with the changing status of medicine during the last two centuries, identifying several factors leading to the transformation of the medical profession and mapping these onto the teaching profession: new technology, training linked with the new technology, public support for restricted practice, public valuing of schooling, fragmented demand for services, and bifurcation of authority. The ensuing discussion concludes that teaching cannot achieve the prestige of medicine, since it fails to meet any of these six criteria. Therefore, instead of using the medical analogy, it is argued that teachers should base their claim to professionalism on the moral obligations of compulsory schooling. A 102-item bibliography is included. (TE)

ED 298 278 CE 050 781

Barnow, Burt S.; Constantine, Jill
Using Performance Management To Encourage Services to Hard-To-Serve Individuals in JTPA. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-04
PUB DATE- Apr 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Demonstration Programs; *Eligibility; *Employment Programs; Equal Education; *Evaluation Criteria; Federal Legislation; *High Risk Persons; *Incentives; Models; *Performance Factors; Policy Formation; Public Policy; Standards
IDENTIFIERS- Illinois; *Job Training Partnership Act 1982
Because of the Job Training Partnership Act (JTPA) program's strong emphasis on performance, there is a danger that local JTPA programs are neglecting the program's goal of adequately serving those with the greatest problems in obtaining and sustaining employment. A number of JTPA officials at the federal, state, and local levels were interviewed to determine ways in which the JTPA performance standards system can be used to encourage the provision of services to hard-to-employ individuals while still maintaining an emphasis on performance. Two types of policies were determined to be promising: (1) reducing disincentives to serve hard-to-serve persons and (2) providing incentives to encourage increased service to hard-to-serve populations. Policies to reduce disincentives include adding factors to the models for deficiencies and barriers, additional target groups, and adjustments for activities; changing the reward structure for exceeding standards; and providing performance standards exemptions for hard-to-serve individuals. Policies to provide additional incentives include allocating six-percent funds, adding standards and giving extra credit for the hard-to-serve, and providing additional technical assistance. (Reports on the Illinois Pilot Performance Standards Adjustment Models and extra credit for participants with barriers to employment are appended.) (MN)

ED 298 292 CE 050 837

Douglass, Rebecca S.
Vocational Education's Reaction to Increased High School Academic Graduation Requirements.
PUB DATE- Jan 87
NOTE- 31p.; Paper presented at the Michigan Vocational Administrators Personnel Development Workshops (Grand Rapids and Ann Arbor, MI, January 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Change Strategies; Comparative Analysis; Credits; Educational Change; Educational Policy; *Fused Curriculum; *Graduation Requirements; High Schools; *Program Improvement; *State Action; Statewide Planning; *Vocational Education
IDENTIFIERS- New York; Ohio; Pennsylvania; Virginia
The educational reform movement has caused parents, students, businesspersons, and legislators to question the relevance of vocational education. Charges that vocational education has become obsolete have compelled vocational educators to work on improving its image in three areas--function, quality, and style. The vocational education programs in New York, Pennsylvania, Virginia, and Ohio have each found their own way of responding to increases in the academic requirements for high school graduation. New York has taken a proactive leadership role by designing state syllabi for vocational education that make it possible for students to earn credit for academic skills acquired in occupational courses. Virginia has provided substitutions, guidelines, and standards that will help students obtain academic credit for vocational course work at the local level. Pennsylvania has initiated the idea of fractional credit that may be approved by counting parts of the vocational program that are documentable to be academic credit. Ohio, on the other hand, has not approved vocational courses for academic credit. It did, however, develop a two-year pilot of nine projects allowing three alternatives for obtaining academic credit for vocational courses. Reports from all three states indicate that these programs have been successful and well received. (MN)

ED 298 306 CE 050 859

A Guide for Planning Competency-Based Institutional and Home Management Services Education in Home Economics Education Programs.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 88
NOTE- 89p.; Cover title differs.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Classroom Techniques; *Competence; Competency Based Education; Geriatrics; Gerontology; *Home Health Aides; Job Skills; Learning Activities; *Occupational Home Economics; Older Adults; *Personal Care Homes; Secondary Education; State Curriculum Guides; Teaching Methods; *Visiting Homemakers; Vocational Education
IDENTIFIERS- South Carolina

This guide is designed to help teachers, especially in South Carolina, develop an effective competency-based vocational education program in occupational home economics, with emphasis on home health aides or homemaker services for the elderly. The course covers the following topics: the aging process (biological aging, psychology of aging, societal attitudes); coping with special needs and problems of the aging; and career opportunities in the home and in institutions for care of the elderly. The unit is organized in five competencies. Each competency consists of performance objectives matched with performance guides, learning experiences, and instructional resources. Supplemental materials provide information on caring for the elderly in their homes and in institutions. (KC)

ED 298 392 CG 021 073

Manson, Donald A.; Sedgwick, Jeffrey L., Ed.
Tracking Offenders: The Child Victim. Bureau of Justice Statistics Bulletin.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-95785
PUB DATE- Dec 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Age Differences; Children; Comparative Analysis; *Crime; *Criminals; Family Problems; *Racial Differences; Sentencing; *Sex Differences; Sexual Abuse; *Victims of Crime
IDENTIFIERS- Kidnapping; Sex Offenders

This research focused on the criminal justice system's handling of offenders against children, comparing it with the processing of offenders against all victims. Data were obtained from California, New York, Ohio, Pennsylvania, Utah, and Virginia for offenses against children and against all victims in the areas of kidnapping, sexual assault, other sex offenses, and family offenses. Information on offender race, sex, and age was also obtained. Analysis of data showed that offenders against children were prosecuted more often than were other offenders. The data also showed that fewer offenders against children were incarcerated and, when incarcerated, received shorter sentences to prison than did other offenders. Whether this pattern was attributable to the offender/child victim relationship, differences in the severity of crimes against adult victims as opposed to crimes against child victims, or other undiscovered causes could not be determined from the data. The race of the offender did not appear to be a factor in the probability of conviction, although probability of conviction if arrested did vary by sex of the offender. (Tables are provided which illustrate the outcome for offenders by offense, race, sex, and age for each of the six states individually and for four states combined.) (NB)

ED 298 452 CS 009 303

Henk, William A.; Stahl, Norman A.
Comparison-Contrast Text Structures and the College Developmental Reader. College Reading and Learning Assistance Technical Report 88-02.
PUB DATE- 20 Jul 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Reading Comprehension; Reading Research; *Remedial Reading; *Text Structure
IDENTIFIERS- Text Factors

A study examined the effect of divided and alternating comparison/contrast text structures on the reading comprehension of the college developmental reader. In the divided pattern, all of the information about an object is provided and then all of the information about the other object is provided, while in the alternating pattern comparisons between the two objects are made point by point. Subjects, 24 students ranging in age from 19 to 26 years and classified as less able readers, were given two short and two long reading selections concerning unfamiliar scientific topics. Each subject received two alternating and two divided comparison/contrast structures. Subjects responded to multiple choice questions for each passage. Results indicated that there was no significant difference in the reading comprehension of the different types of text structure. More research is needed, but until that time college reading instructors should consider developing materials that train students to master comparison/contrast patterns across several reading and writing contexts. (Sixteen references, one table of data, one figure, and a master list of College Reading and Learning Assistance Technical Reports are appended.) (RS)

ED 298 573 CS 506 345

Fadely, Dean
Fiat Power and the Mirror State Counterplan.
PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Higher Education; *Judges; *Persuasive Discourse; Speech Communication
IDENTIFIERS- Debate Strategies; Debate Theory; *Fiat Power; *Mirror State Counterplans (Debate)
The theoretical perspectives of intercollegiate debate are constantly shifting. This paper evaluates the mirror state counterplan--a strategy open to the negative team--both generally and in light of the criticisms leveled against it by Richard H. Dempsey and David J. Hartmann in their recently published article entitled "Mirror State Counterplans: Illegitimate, Topic, or Magical?" The three areas of argumentation advanced in the paper are (1) mirror state counterplans can fulfill the general requirements which negative counterproposals must meet; (2) mirror state counterplans can fulfill the particular requisites inherent in this specific type of policy option; and (3) the recent criticisms of the mirror state counterplan by Dempsey and Hartmann rest on interrelated misconceptions concerning the nature of fiat power. The paper argues that there are two areas where this misanalysis is particularly important: the confusion of should with would, some attendant strawperson argumentation arising from this confusion, and authoritative testimony regarding the nature of fiat. The paper concludes that the theoretical perspectives of intercollegiate debate are still shifting, and the various strategies and tactics for use in convincing judges still need to be continually evaluated, but that the mirror state counterplan is no less valid today than it was in the era presaging the Kennedy-Nixon debates. Twenty-six notes are included. (MS)

ED 298 587 CS 506 359

Brenders, David A.
Perceived Control, Communication, and Health: An Integrative Review.
PUB DATE- 88
NOTE- 70p.; An earlier version of this paper was presented at the Summer Conference on Health Education and Promotion in Primary Care, the Health Education Council, the Department of Community Medicine and General Practice at the University of Oxford, the School of Speech at Northwestern University and the Health Communication Division of the International Communication Association (Oxford, England, July 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Interpersonal Communication; Interpersonal Relationship; *Locus of Control; *Primary Health Care
IDENTIFIERS- Health Attitudes; Health Behavior; *Health Communication; *Perceived Reality
Perceived control has become an important construct for health care research. Since the processes and outcomes of health and illness are constantly mediated and affected by communication, the relationship between a person's belief in his/her personal control of events and health care interactions is an important component of the theory and practice of health communication. An examination of the research literature on the relationship between locus of control and resistance to influence reveals important differences in terms of how internals and externals respond to influence attempts. While externals may expect to be passive receivers of treatment and advice, overly directive approaches may challenge the internal to sabotage treatment outcomes unless he/she is an active participant in planning and executing treatment. Externals may resist specific knowledge of their condition, while internals may respond poorly unless given specific information. The amount of structure or controllability in a treatment situation may facilitate or impede the progress of treatment, depending upon its congruence with the patient's control expectancies. The control style of caregivers is at least tacitly present in their intervention/message style and enthymematically interacts with the patient's worldview to influence the patient's expectation for success. There is some evidence to suggest that congruent control messages facilitate actual treatment success as well. (Footnotes are included and 151 references are attached.) (RAE)

ED 298 602 EA 020 174

Howell, Vicki T.
An Examination of Year-Round Education: Pros and Cons That Challenge Schooling in America.
PUB DATE- Apr 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crowding; Elementary Secondary Education; *Extended School Year; Financial Support; Public Schools; *School Schedules; *Year Round Schools
IDENTIFIERS- *California

The idea of converting to year-round education (YRE) comes from different sources, such as communities concerned about idle youth and taxpayer groups upset about empty buildings during the summer. The most prevalent reasons are overcrowded schools and unavailable construction funds, due to failed school bond proposals or refusal to raise taxes. This paper relates the history of the YRE movement and its current status, discusses various plans in use, and examines the concept's advantages and disadvantages. Although many early 20th century experiments failed, YRE was reborn in 1969-71, peaked in 1976 (with over 600 schools in 28 states), and by 1980 had declined to 287 schools. By 1986-87, the number had risen to 408 public schools in 14 states, mostly elementary schools. California, the Proposition 13 state, accounted for 291 of these YRE public schools in 1986-87. A dozen year-round plans are presented and implementation comments provided. All plans can be used to diversify and enrich instruction, to accelerate completion of normal requirements, and to accommodate more pupils and adults in existing facilities. Year-round education is not a panacea for all public education programs. In some districts, the concept has evolved to a viable educational plan; in others, it has proved unworkable. Converting to YRE creates many difficulties and shows no clear advantages. The only systems benefiting over time are those for whom overcrowding had become a devastating problem with no alternative solution. Included are 25 notes and 31 references. (MLH)

ED 298 617 EA 020 274

Anderson, Beverly L.; Cox, Pat L.
Configuring the Education System for a Shared Future: Collaborative Vision, Action, Reflection.
Education Commission of the States, Denver, Colo.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- May 88
NOTE- 18p.; Prepared in collaboration with Carleen O'Connell of Western Organization Consultants.
AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 S. Main Street, Andover, MA 01810 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Cooperation; *Educational Change; Elementary Secondary Education; *Participative Decision Making
A strategy to reform the educational system based upon collaboration and inclusion, vision building among all participants, the establishment of a new infrastructure, and the replacement of linear, top-down planning is explained. Each of these four goals is examined with suggestions for implementation given. After this strategy is outlined, three types of activities are given to implement the system within an educational setting. These activities are first to establish "moderating and centering groups," groups where multiple views help people refocus on the shared vision for the schools. Next, system-linked pilot efforts should be designed to provide microcosms of the vision, to create the climate necessary for all. Last, the entire system's characteristics must be modified. This will include accountability, staffing, resource allocation, curriculum and instruction, planning strategies, and parent/community involvement. Footnotes are included. (LMS)

ED 298 632 EA 020 300

Education 10-14 in Scotland. Report of the Programme Directing Committee. A CCC Discussion Paper.
Consultive Committee on the Curriculum, Dundee (Scotland).
REPORT NO.- ISBN-0-947985-06-9
PUB DATE- 86
NOTE- 235p.
AVAILABLE FROM- CCC Information and Publication Services, SCDS Dundee Centre, Dundee College of Education, Gardyne Road, Dundee DD5 INY Scotland (price--2.00 pounds).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Curriculum Design; Educational Assessment; *Educational Cooperation; Educational Objectives; Elementary Secondary Education; *Foreign Countries; Government School Relationship; *Institutional Autonomy; Instructional Design; *Intermediate Grades; Learning Processes; Models; Program Design; Teacher Student Relationship
IDENTIFIERS- *Scotland

This report proposes a curriculum model for education of students in the age group of 10 to 14 years in Scotland. It also proposes a policy of autonomy within guidelines so that secondary schools and their associated primary schools can develop new partnerships for collaborative planning of curriculum, pupil care, learning support, assessment, recording, and reporting. Section 1 addresses the overall aims of the 10-14 program, reviewing its history, discussing the major issues in education at the middle level, and presenting the desirable outcomes of the program with respect to curriculum and learning. Section 2 describes the curriculum design in detail, discussing (1) the process of collaborative planning; (2) specific curricular goals of the 10-14 program; (3) the range of the curriculum; (4) essential conditions for education 10-14; and (5) ways and means. Section 3 focuses on the child as a learner, discussing the processes of learning, teaching, assessment, recording, and reporting and pupil care. Section 4 develops proposals for collaborative management of education 10-14, while section 5 discusses major implications of the program for the educational system. Appended are five supplementary sections tagged to portions of the text, along with a list of studies commissioned by the program directing committee and a list of sources and contacts for consultation, advice, and evidence. A list of figures is also included. (TE)

ED 298 250 CE 050 662

Holm, Shirley M.
Retention of Adult Learners in an Individualized Baccalaureate Degree Program.
PUB DATE- Apr 88
NOTE- 128p.; Master of Arts in Education Plan B paper, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Programs; College Programs; Degrees (Academic); Dropout Characteristics; *Dropout Prevention; Dropout Rate; External Degree Programs; Higher Education; Independent Study; *Nontraditional Students; Prior Learning; *Special Degree Programs; *Student Attrition
IDENTIFIERS- *University of Minnesota

A study sought to determine the rate of retention of adult students in the University of Minnesota College Program for Individualized Learning (PIL) for the 1983-84 academic year, as well as factors that might relate to this retention rate. A review was made of the 67 applications submitted by students admitted to PIL during that year to determine demographic information and to assess perceived barriers to pursuing education and the students' orientations to learning. Further investigation of each student's program revealed his or her registration pattern, the status of his or her program four years later, and the last stage of program successfully completed. Follow-up interviews also were conducted with academic advisers to find any links between adviser behavior and retention. The study found that slightly less than half of the students admitted to PIL during the 1983-84 academic year were still in the program or had graduated as of fall quarter 1987. Age and gender of PIL students did not appear to be factors in academic persistence. The study found positive relationships between the following factors and academic persistence: proximity of residence, previous postsecondary education, 10 or more years of professional experience, interest in learning for learning's sake, and frequent contact with advisers. Those who dropped out did so more for personal situational reasons than for institutional ones. Implications of the study point to possible changes in admittance standards, advising, program development and administration, and further research. A program description and data forms are appended. (KC)

ED 298 264 CE 050 757

Martin, Randy
Developing and Improving the Quality of Written Tests.
PUB DATE- 22 Sep 88
NOTE- 9p.; Paper presented at the Midwest Nuclear Training Association's Annual Nuclear Instructors' Workshop (3rd, Columbus, OH, September 22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Item Analysis; Item Banks; Postsecondary Education; *Test Construction; Test Format; Test Interpretation; *Test Reliability; *Test Validity; Vocational Education
Reasons for administering tests fall into two categories--decision-making and promoting learning. The two bases of tests are learning objectives and the level of learning at which training is developed. Test development involves a number of steps. The best way to tie objectives to test items is through the use of a table of specifications, which organizes test development, specifies level of learning, determines relative importance of subject matter, and promotes uniformity across tests. Another part of test planning is the determination of test item formats to be used. Test item development follows these steps: write, review, rewrite, pilot. After test items are developed, they should be put into a test item bank. The next step is preparation for the organization and administration of the examination. Written tests can be improved only one way--by increasing the reliability and validity of the test. One activity that is very beneficial is the process of test item analysis. It includes three major activities--item difficulty, item discrimination, and alternative analysis. A test is a measuring device, and the numbers must be interpreted to have meaning as an evaluation. Part of the interpretation of test data is the application of an appropriate reference. Three major reference group classifications are content-referenced, group-referenced, and criterion-referenced. (YLB)

ED 298 363 CG 021 043

McBride, Martha C.
From the Classroom to the Counseling Room: A Pre-Practicum Course in Counseling Theory.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselor Training; *Course Descriptions; Course Evaluation; *Evaluation Criteria; Evaluation Methods; Experiential Learning; Graduate Students; Higher Education; Models; Practicums; Student Evaluation; *Theory Practice Relationship
This article presents a model for teaching counseling theory prior to a graduate student's first practicum in counseling. The model was developed to present current theories to graduate students in counseling, to develop student self-awareness by having students apply the theories to themselves, and to enable students to practice each theory in a structured situation. The course described incorporates many ideas already presented in the literature about the value of didactic/experiential training, modeling, written, and in vivo practice. The application of the instructional format is described, with emphasis placed on practicing skills immediately following the presentation of each theory. Four methods of student evaluation in the course are discussed: (1) evaluating student ability to apply the theory to himself or herself; (2) evaluating student ability to compare and contrast two theories in depth; (3) evaluating student knowledge of the theoretical concepts and methods; and (4) evaluating student ability to translate theory into practice. It is noted that students must demonstrate competence in all four areas before they are approved for their first practicum experience. Results are given from student ratings on course evaluations administered by a third party, the ratings being 4.72 (N=17) and 4.8 (N=17) respectively, on a 5-point scale with 5 being the highest mark. Examples of student comments are included which tend to support the quality and usefulness of the experience. (Author/NB)

ED 298 407 CG 021 088

Manners, Pamela A.; And Others
Moral Development, Identity Formation and Role Traditionality in Pregnant and Non-Pregnant Adolescents.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Females; *Moral Development; *Pregnancy; Pregnant Students; *Role Perception; *Self Concept; Self Esteem
IDENTIFIERS- *Identity Formation
The project of which this study is a part has as its broad aim the exploration of psychosocial factors associated with pregnancy among adolescent females. Over the last 30 years, the idea of moral development as a strong and pervasive influence on an individual's behavior has become an integral part of thinking about childhood and adolescence, although specific associations between moral development and adolescent pregnancy have been virtually unstudied. This study compared the moral reasoning, identity formation, and role traditionality of pregnant (N=8) and non-pregnant (N=9) adolescent females ranging in age from 14-18. Subjects who were more highly developed in identity were also likely to be higher in moral reasoning, but lower in role traditionality. Pregnant adolescents were more likely to be rated higher on the interpersonal components of identity status than on the occupation portion; non-pregnant females showed a greater orientation toward occupational goals. The groups were indistinguishable in terms of role traditionality. Plans are underway to extend this study to a larger and more cooperative sample. Results from this line of inquiry will strengthen the conceptual links among moral reasoning, identity formation and sex role, as well as increasing understanding of the developmental features of adolescent sexuality. (ABL)

ED 298 422 CG 021 104

Visser, M. J., Comp.
Career Counselling in a Changing South Africa. Report on the Advanced Seminar of the Centre for Child and Adult Guidance of the Institute for Psychological and Edumetric Research (Republic of South Africa, September 16, 1987). Occasional Paper No. 40.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0621-1
PUB DATE- 87
NOTE- 136p.; Contains small print of uneven density. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Counseling; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Models; School Counseling; *Social Change; *Technology
IDENTIFIERS- *South Africa
Seminar papers included in this document are: (1) "Career Counselling in a Changing South Africa," the opening address by J. G. Garbers, president of the Human Science Research Council; (2) "Current Problems in Career Counselling: The Report of the National Manpower Commission" (I. J. van Zyl); (3) "The Present Economic Situation and Career Counseling" (H. Blake); (4) "The Relevance of Contemporary Theoretical Models for a Changing South Africa" (Z. Nel); and (5) "The Effects of a Changing South Africa on Career Counselling in Paractice" (L. Olivier, N. G. Nhlapo, J. Cook). Two panel discussions are also included. The first is "Present-day Career Guidance at School. Are We Preparing Our Youth for the 21st Century?" and discussants were R. Francis, N.E. Roux, P. B. Singh, and H. J. Steyn. The second panel discussion, "Career Counselling and the Demands of a Future South Africa," consists of the following presentations: "The Implications of Co-operative Education" (J. Beukes); "The Implications of In-Service Training on Career Counselling" (G. D. Haasbroek); "The Implications of Career Education" (J. W. von Mollendorf); "Modern Technological Aids in Career Counselling" (R. Roelofse); and "Infrastructure Needed To Meet the Demands of the Future" (K. W. du Toit). (NB)

ED 298 436 CS 009 280

Lehman, Barbara A.
Children's Literature: Comparing Children's Choices and Critical Acclaim.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childhood Interests; Children; *Childrens Literature; *Literary Criticism; *Reading Materials; *Reading Material Selection
IDENTIFIERS- Literary Awards; Literary Quality
A study compared children's literature which was both popular with children and had received literary awards to those works which achieved only literary awards. Seventeen works of fiction were analyzed and categorized for themes, style, and structure. One adult and one child were interviewed for each work and asked questions about their opinion concerning how the work should be analyzed and categorized. Results indicated that significant differences do exist between books of literary merit children like and those they do not like. These differences were more readily apparent in characteristics of style and structure than for themes. In addition, children liked predictable qualities, an optimistic tone, a lively pace, action-oriented structure and complete resolution. They disliked unresolved endings with tragic tones and introspective plots with a slow pace. Three tables of data are included; and 44 references, a list of the works analyzed, and the interview questions for young readers are attached. (RS)

ED 298 468 CS 009 324

Sanacore, Joseph
Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *High Risk Students; Independent Reading; *Instructional Leadership; *Principals; Reading Centers; Reading Materials; *Reading Programs; *Remedial Reading; Sustained Silent Reading
IDENTIFIERS- *Paired Reading

In supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Initially, curricular congruence should be firmly established so that learning center staff and classroom teachers mutually support the use of school time for developing students' fluency. In addition, sustained silent reading and paired repeated reading are specific strategies to consider for remedial students who already have experienced failure. Conversely, maintenance of reading levels, reading recovery, and paired reading are useful suggestions for children who are at risk of failing. These approaches, if used positively, can benefit students in remedial and preventive ways. A perceptive principal will work cooperatively with teachers, guiding them to match the best approaches with the needs of students to develop fluency and lifetime reading habits. (Twenty-six references are attached.) (RS)

ED 298 484 CS 211 449

Downes, Toni; Hingerty, Christina
Children and Writing in the Electronic Age. PEN 67.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Elementary Education; Foreign Countries; Word Processing; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Australia; *Childrens Writing; Writing Contexts

This pamphlet presents a range of software packages and activities for primary English teachers to use in the writing classroom. The ideas outlined in the pamphlet are designed to support writers in the various stages of the writing process within the context of a rich writing environment. The activities outlined in this pamphlet are designed for pairs or small groups of children since writing with a computer need not be a solitary act. The list of ideas and software packages is not exhaustive, but is presented as a range of possibilities which teachers and children can select from and explore further. Forty-six software packages are discussed in this pamphlet and are listed at the end. (RS)

ED 298 499 CS 211 465

Restrepo, Jane Simi
Integrating Children's Literature in a Middle School Language Arts Curriculum through a Planned Cognitive and Affective Program of Instruction.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
PUB DATE- 88
NOTE- 333p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescent Literature; Childrens Literature; Curriculum Development; Grade 7; Junior High Schools; Literary Genres; *Literature Appreciation; Middle Schools; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills

Carried out as the practicum of a doctoral program in early and middle childhood education, this report describes the development of a children's literature program for a middle school in a lower middle-class neighborhood in Florida where reading scores were below district and national norms, and where a literature anthology of condensed books or short stories was the only reading text used. Chapter 1 introduces the setting and the author; Chapter 2 discusses the problem and its causes. Goals are stated in Chapter 3; Chapter 4 describes the solution strategy; and Chapter 5 presents results (indicating that students benefited from and enjoyed the children's literature program and developed a working knowledge of literary elements as well as creative and critical thinking skills), conclusions, and recommendations. Three tables of data are included; 63 references and 20 appendixes conclude the report. A curriculum guide follows, forming the second major section of this document. The guide has eight chapters, corresponding to the eight literary genres dealt with in the children's literature program. Each chapter contains lists of vocabulary words and discussion questions for several books of each genre. A 65-item bibliography concludes the guide. (SR)

ED 298 530 CS 211 508

Riley, Margaret E.
Imagery: Thinking with the Mind's Eye.
PUB DATE- Oct 88
NOTE- 15p.; Paper presented at the Annual National Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Instruction; Higher Education; *Imagery; Literature Appreciation; Metaphors; *Poetry; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Frost (Robert)
Teachers teach literature to help students expand and develop their image-making powers, "to imagine, conceive, fancy, picture," to think. To get students involved in literature, especially poetry, Robert Frost's poem, "The Witch of Coos," is particularly useful because it is so immediately accessible. In order to help engage students with what they read before they read it, a teacher can have them experience imagery and metaphorical language to establish a connection between themselves and literature. This technique is achieved by having students imagine an image from the poem, before reading the poem, and then later having them compare it with the image that Frost relates. After discussion and listening to a recording of the poem the students write a more formal paper, one in which they examine a particular facet of the poem in more detail. This process can help students see how a poet, and how they themselves, can articulate emotion through imagery, can transform emotion to imagery and therefore to thought. The results are that (1) by studying imagery students develop their own abilities to create and recreate images in their minds; (2) by the intellectual rigor studying poetry demands, students exercise and develop those image-making capabilities; and (3) by studying metaphor and figurative language, students develop the ability to "form connected ideas," a notion integral to the thinking process: to see relationships and, perhaps more importantly, to see where those relationships break down; and (4) by articulating emotion through imagery, students become aware of and begin to understand the role emotion plays in the thinking process. (AS)

ED 298 545 CS 506 312

Ferguson, M. A.; Valenti, JoAnn Myer
Risk-Taking Tendencies and Radon Messages: A Field Experiment Testing an Information Processing Model for Risk Communication.
PUB DATE- Jul 88
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Small print may affect legibility of figures and appendices. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Field Studies; *Mass Media Effects; *Risk
IDENTIFIERS- Communication Strategies; Florida; *Health Attitudes; Health Hazards; Message Perception; Message Responses; *Radon; Risk Assessment; Risk Taking Behavior
Using radon (a naturally-occurring radioactive gas linked to lung cancer) as the health risk factor, a study examined which risk-taking tendencies interact with different health-risk message strategies. A phone survey pretested 837 randomly selected homeowners from three Florida counties with the highest levels of radon in the state (706 agreed to continue the study). Sixteen message conditions were manipulated from four experimental factors: (1) message source (newspaper article or government brochure); (2) health hazard target (children or adults); (3) complexity of comparative risks (smoking and x-rays, or nuclear power); and (4) specificity of information about actions to reduce the risk (a detailed step-by-step plan or an address for further information). Subjects were mailed questions based on one of the 16 message manipulations (with a 44.9% response rate). Some 317 persons returned the test booklets. Questions concerning media dependencies, personality attributes, home construction, and demographic attributes were measured, along with two dependent variables: fear of radon and estimates of the likelihood that the risk would affect the subject's own home. Risk-taking tendencies were measured by questions concerning personal freedom, sense of control, and sensation seeking. Results revealed that the risk-taking tendencies of adventurousness, impulsiveness, and rebelliousness interacted with message source, risk schema complexity, and target to affect estimates of the likelihood that the risk was a threat, and self-reported fear resulting from the risk. (Eleven figures are included, and two photocopied newspaper articles used in the study and 54 references are appended.) (MM)

ED 298 559 CS 506 331

Kennamer, J. David
Often, Sometimes, Rarely or Never: Issues in the Measurement of Communication Behaviors.
PUB DATE- Jul 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Data Collection; *Data Interpretation; Higher Education; Measurement Techniques; *Public Opinion; *Rating Scales; *Statistical Surveys
IDENTIFIERS- *Communication Behavior; *Quantifiers; Verbal Labeling
"Vague quantifiers" used on quasi-quantitative rating scales (such as "often, sometimes, rarely, or never") are discussed in this paper in terms of the problems they create both for theory development and for issues of analysis. The purpose of the paper was to investigate some of these issues as they relate to the measurement of communication behavior, specifically, newspaper and television news use and political discussion. The paper first examines two public opinion surveys on political campaign discussion. Both surveys were conducted in Richmond, Virginia--the first resulted in 217 completed interviews, and the second in 324 interviews. The approach to the analysis was to use the choice of verbal labels as the basis for forming groups. The paper then concludes from the data that many measures of critical variables are (1) weak; (2) unclear in meaning both to the researchers and the research subjects; (3) unclear in their reliability and validity; (4) ambiguous in terms of their place on the nominal to ratio measurement continuum; and (5) prone to huge amounts of error. Ten tables of data and four figures are included, and 13 references are appended. (MS)

ED 298 307 CE 050 861

Rasmussen, Werner
Vocational Training in Denmark.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7721-X
PUB DATE- 86
NOTE- 246p.; An abridgement of the original report, in Danish, and an update of a 1979 report. A colored map and charts will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Demography; Economic Climate; *Economic Factors; Educational History; *Educational Policy; *Educational Trends; Financial Support; Foreign Countries; Futures (of Society); Postsecondary Education; *Program Administration; *Program Content; Program Development; Secondary Education; *Vocational Education
IDENTIFIERS- *Denmark
Denmark has a wide range of basic vocational training courses that can be begun immediately after completion of lower secondary school, i.e., after students complete their compulsory education at the age of 15 or 16). This is not to say that there is no vocational education at the primary and secondary levels, where guest teachers from working life lecture students and where training and vocational guidance are provided beginning in the seventh grade. The upper secondary vocational training combines a basis year of training and apprenticeship. Besides basic vocational training, the Danish system offers updating and refresher training and further training (the latter being intended to extend vocational qualifications). Vocational education has been addressed by Danish law since the 1857 Freedom of Trade Act and the Apprenticeship Act of 1889. More recent vocational education-related legislation has clarified rights to joint ownership of firms' capital or profits and the provision of employment and training to unemployed persons. Besides the Ministry of Labour, unions and four levels of advisory bodies are also involved in administering vocational education. As in other countries, Denmark is currently in the process of reassessing the goals of its vocational education system in light of the country's current economic problems and the trend toward a global economy. (MN)

ED 298 334 CE 050 917

Generic Curriculum for Telecommunications Programs. Final Report.
North Harris County Coll., Houston, Tex.; Texas State Technical Inst., Sweetwater.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Community Colleges; *Course Content; *Course Organization; *Curriculum Development; *Technical Occupations; *Telecommunications; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- North Harris County College TX; Texas State Technical Institute Sweetwater

This project validated the competencies and curriculum for telecommunications technology programs and specified a generic curriculum design/structure that could be useful to community colleges and technical institutes that are beginning or revising their curricula. The project took advantage of and built upon the first program development work done by Texas State Technical Institute-Sweetwater (TSTI), North Harris County College, and the Center for Occupational Research and Development. A project advisory committee from these institutions met to combine and organize the task inventory, job analysis, duty list, competencies, and other related curriculum elements of the programs of North Harris County College and TSTI. The curriculum elements were validated, with emphasis on competencies, and the results were then structured into a generic curriculum design. The curriculum was validated and is contained in this document. Needed equipment and resources are listed in the document. (KC)

ED 298 349 CE 050 957

Cooperative Vocational Education Policies and Procedures Manual.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- Feb 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Compliance (Legal); *Cooperative Education; Course Organization; Education Work Relationship; Guidelines; *Instructor Coordinators; On the Job Training; Program Development; Public Relations; Recordkeeping; *School Business Relationship; Secondary Education; Student Evaluation; Student Organizations; Student Recruitment; *Vocational Education; *Work Experience Programs
IDENTIFIERS- North Carolina

This manual provides guidelines for establishing and conducting a cooperative vocational education program. The guide is organized in seven sections that provide information in narrative format on the following aspects of a cooperative education program: overview of the cooperative method of instruction, definitions, benefits of cooperative on-the-job training, teacher-coordinator qualifications, roles and responsibilities, course management, and legal concerns. Roles and responsibilities of teacher-coordinators, vocational directors, principals, students, parents, employers, and guidance counselors are discussed. The course management section covers teacher and student schedules, student recruitment and enrollment, classroom instruction, vocational student organizations, on-the-job training, criteria for selecting training stations, training agreements and plans, coordination visits, student conferences, advisory committees, public relations, grading and credit, and special programs for disadvantaged or handicapped students. Appendixes provide samples of the various forms used in cooperative vocational education programs. (KC)

ED 298 378 CG 021 059

Phifer, Paul
College Majors and Careers: A Resource Guide for Effective Life Planning.
REPORT NO.- ISBN-0-912048-46-8
PUB DATE- 87
NOTE- 171p.
AVAILABLE FROM- Garrett Park Press, P.O. Box 190B, Garrett Park, MD 20896 ($15.00; $14.00 if prepaid).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- *Career Choice; *Career Counseling; College Students; Decision Making; *Education Work Relationship; Higher Education; *Majors (Students); Planning; Secondary Education; Secondary School Students; Student Educational Objectives

This document was written as a reference guide for students, counselors, parents, teachers, and educators in general. It attempts to explain the role of the college major and its impact upon the career planning process, and it encourages students to compare the factors which led them to select certain majors with careers which naturally flow from those majors. For each of the 61 college majors and career fields listed in the book, there are sections which: (1) provide a general definition of the major field including some of the areas of specialization within it; (2) list related occupations and the minimum level of education generally associated with each occupation; (3) identify some related avocational and leisure-time activities; (4) present a partial list of related skills; (5) list some values and personal attributes generally associated with the field of study; (6) cite books and articles which provide additional information related to the major and its career options; and (7) list professional associations related to the subject or field which may distribute additional information. Appendices include descriptions of selected occupations, definitions of selected skill statements, definitions of values and personal attributes, lists of college majors and related high school courses, the number of degrees awarded by fields, and a list of publishers of resources cited in the book. A bibliography of 132 items is included. (NB)

ED 298 515 CS 211 482

Butler, Sydney J.; Bentley, Roy
Lifewriting: Surfacing What Students Really Want to Write About.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- High Schools; High School Students; Personal Narratives; *Prewriting; *Student Interests; *Writing Instruction; Writing Research
IDENTIFIERS- Personal Experiences; Student Preferences; *Topic Selection; *Writing Topics
Investigating the differences between students' conventional responses to the identification of writing topics and their responses to matters of real concern (as revealed through the use of "lifewriting" processes in the classroom), an exploratory study surveyed 455 eleventh and twelfth grade students at three large urban high schools. Students listed possible writing topics on 3 x 5 cards. After a class discussion about significant places, people, or turning-points in their lives, students wrote their final topic choice on the back of the card. (In the pilot study, three ninth grade classes simply listed their first topic choice.) Cards which contained both responses (61% of all cards) were analyzed, comparing initial and final topic choices. Initial choices included: (1) dreams; (2) fears and frustrations; (3) family relationships; (4) first experiences; and (5) vacations. The students' final topics included drugs, summer holidays, and family and pets, with grade 12 students emphasizing "putting one's life in order," "concern with finances," and "My Very First..." (love or car). Results indicated that students were struggling to find things in their lives to write about. (Appendixes include a handout describing lifewriting, a description of the lifewriting project, and instructions to the teachers involved in the study.) (MM)

ED 298 649

EA 020 325

Blum, Robert E.; Butler, Jocelyn A.
"Onward to Excellence": Teaching Schools To Use Effective Schooling and Implementation Research To Improve Student Performance.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrative Policy; *Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; Inservice Education; *School Based Management; *School Effectiveness; *Staff Development; Workshops
IDENTIFIERS- Effective Schools Research
The Onward to Excellence (OTE) process has the goal of improving student performance through training and technical assistance at the school level. A 10-step improvement process incorporates six key concepts derived from an extensive review and synthesis of research studies on effective schools. OTE training for local school personnel is intended to establish an approach to improvement that is focused on student performance, implemented and managed at the school level, and supported by board and central office policy. The overall strategy is to intersperse training events with inschool improvement work. The participants learn skills and immediately apply the new knowledge in their schools. Follow-up support is also an important component to the training. Supporting material includes the results of the following surveys conducted at four pilot schools: leadership team group interview, nonteam teacher group interview, principal's interview, staff questionnaire responses, and a summary. (LMS)

ED 298 279 CE 050 782

Rubin, Mary; Zornitsky, Jeffrey
Serving AFDC Recipients: Initial Findings on the Role of Performance Standards.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-06
PUB DATE- May 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Employment Programs; *Evaluation Criteria; Job Training; *Performance Factors; Postsecondary Education; Program Improvement; *Public Policy; *Standards; Statewide Planning; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Job Training Partnership Act 1982
A study examined major performance standards issues in the context of employment and training programs targeted toward the Aid to Families with Dependent Children (AFDC) population. Telephone interviews were conducted with representatives from Job Training Partnership Act (JTPA) programs and departments of public welfare in nine states. A significant amount of state-level activity was aimed at improving the level and quality of services available to AFDC recipients, including the hard-to-employ. All of the programs identified placed a premium on interagency coordination and on flexible and enriched program design. Welfare agency respondents considered limited funds and the lack of an adequate consensus as to the proper role of employment and training programs and their relationship to public welfare programs to be the greatest barriers to providing services to AFDC recipients. Among the JTPA respondents, performance standards were the most commonly cited barrier. Six of the nine states studied had undertaken efforts to develop local performance standards beyond those produced by the Department of Labor's adjustment model. The message regarding performance standards was mixed. Although they were considered the biggest obstacle to providing services, they were also seen as one of the most effective means of improving the level and quality of services. (MN)

ED 298 293 CE 050 839

A New Scheme of Upper Secondary Vocational Education. Government Bill Passed by the Swedish Riksdag on 6th May 1988.
Ministry of Education and Cultural Affairs, Stockholm (Sweden).
PUB DATE- Jan 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Educational Change; *Educational Legislation; *Educational Policy; Foreign Countries; *Industrial Training; Postsecondary Education; Secondary Education; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Sweden

Upper secondary schooling in Sweden was reformed in 1970. Until then, the preuniversity three- and four-year theoretical courses of study had constituted a separate type of school from vocational education. These two programs of study were combined to form a single, integrated upper secondary school with a small number of two-year theoretical courses of study. A further major reform is now being introduced. The new proposal calls for the inauguration of a three-year experimental scheme beginning in the 1988-89 school year. At least 10 percent of the training provided in the first two years is to be conducted in the workplace. In the third year, the workplace portion of vocational training provided is to increase to 60 percent of the total study time input. An increased proportion of general subjects and the development of modular syllabi are two other features of the proposed program. To help counteract sex bias, at least 20 percent of first-time student equivalents in the technical-industrial and social service/caring professions courses are to be reserved for females and males, respectively. Provisions pertaining to equipment and teaching materials for vocational education and education of supervisors have also been included in the bill. (MN)

ED 298 321 CE 050 886

Lankard, Bettina A.
The Student's Choice. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 74p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700SC01--$49.50 for 10 copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Counseling; Decision Making; *Decision Making Skills; *Dropout Prevention; *Dropout Programs; Dropouts; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; Problem Solving; Secondary Education; *Success
This student book is part of a series of program materials for a school-based intervention process to help at-risk students stay in school. This book, a related instructor's guide, and a viodetape entitled "A Time of Choices" comprise the classroom component of this set of materials focusing on awareness and commitment. The purpose of the program is to help students succeed in school and beyond. Section A: "Potential" helps students learn about themselves and their chances for success. Topics include attitude, aspirations, achievements, activities, and autonomy. Each topic has these parts: a questionnaire, analysis of answers, discussion, and plan. Section B: "Experiences" helps students recognize how the skills and knowledge they acquire in school are used on the job. It contains four interviews with young working people who tell what they studied and learned in school and what they do on the job. The jobs are secretarial, electronics, office clerk, and auto mechanic. Each interview is followed by questions and discussion. Section C: "Success" involves watching a videotape that shows 10th-grade youth in various decision-making situations. Students then decide what decisions the characters should make. Worksheets are provided. (YLB)

ED 298 393 CG 021 074

Hammett, Theodore M.
AIDS in Correctional Facilities: Issues and Options. Issues and Practices in Criminal Justice. Third Edition.
Abt Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Apr 88
NOTE- 279p.
CONTRACT- OJP-86-C-002
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Correctional Institutions; *Criminals; *Policy; *Prisoners

This document, written for officials involved in making and implementing decisions regarding the correctional response to Acquired Immune Deficiency Syndrome (AIDS), provides the most current figures and trend data on the incidence of AIDS among incarcerated offenders. The stated purpose of this document is to be informational rather than prescriptive. It reviews both the policy options and the range of correctional practice with respect to testing, housing, medical care, and education programs. Current information on costs is summarized and the status of relevant legal issues and recent litigation is discussed. Data presented in the document were gathered from these sources: responses to a national mail questionnaire; site visits to five correctional systems; aggregate data from the Centers for Disease Control; interviews with medical authorities and correctional officials; and an extensive literature review. Chapter topics include: (1) essential medical information; (2) the epidemiology of human immunodeficiency virus (HIV) infection and AIDS in correctional facilities and the population at large; (3) education and training; (4) HIV antibody screening and testing; (5) medical, psychosocial, and correctional management issues; and (6) confidentiality, legal issues, and labor relations issues. Appendices include Centers for Disease Control guidelines, examples of correctional AIDS policies, and a resource list. (ABL)

ED 298 574 CS 506 346

Bernhoft, Franklin O.
Felker's Five Keys to Self-Concept Enhancement: Secondary Classroom Research.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; High Schools; *High School Students; Nontraditional Education; Perceptual Development; *Self Concept Measures; Self Efficacy; *Self Esteem; Teaching Methods; *Writing (Composition); Writing Exercises
IDENTIFIERS- *Writing Assignments
A study incorporated Donald Felker's 5 Keys to Self-Concept Enhancement in 20 minutes of timed writing weekly or bi-weekly for three months using the Coopersmith Adult Form as pre-post measure. Felker's 5 Keys are: (1) adults, praise yourselves; (2) help children evaluate realistically; (3) teach children to set realistic goals; (4) teach children to praise themselves; and (5) teach children to praise others. Subjects, 53 alternative high school language arts students at Kinney High School, Folsom-Cordova Unified School District, California were randomly assigned to control or experimental treatment with Felker's 5 Keys. Results indicated self-concept as measured by the Coopersmith increased significantly for the experimental group compared to the control group due largely to the regression of the control group's males and improvement of the experimental group's male and female scores. Females in the experimental group improved their scores at the posttest 3.5 times more than the females in the control group did. Males in the experimental group improved slightly at posttest while the control group males regressed considerably. These results support the efficacy of a regular writing assignment focusing on Felker's 5 Keys to Enhance Self-Concept among adolescents. (Thirty-three references are attached.) (RAE)

ED 298 603 EA 020 184

Lebda, James J.
Administrative Compensation: A Study of Principal Input through the Framework of a State-Mandated Model.
PUB DATE- Apr 88
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Compensation (Remuneration); Educational Environment; Elementary Secondary Education; Fringe Benefits; Management Teams; *Participative Decision Making; *Principals; Public Schools; Salaries; Wages
IDENTIFIERS- *Pennsylvania
The study examined principal input in decisions affecting administrative compensation through the framework of a state-mandated meet-and-discuss model. The model seeks to strengthen management team relationships while guaranteeing administrators a minimal level of participation. The following are discussed: (1) conceptual and empirical underpinnings; (2) participative decision-making; (3) pay design; (4) the Pennsylvania Meet and Discuss Model for determining administrative compensation; and (5) the design and methodology of the study. From a sample of 420 elementary and secondary principals, responses were received from 341 (80.5 percent) administrators. The findings confirmed that administrator involvement in the determination of wages, salaries, or fringe benefits resulted in more positive attitudes of organizational loyalty and satisfaction. The study revealed that designing administrative compensation through the framework of a state-mandated meet-and-discuss model exerted positive influences on school climates and work relationships among principals, superintendents, and school board members. Factors affecting the research is discussed. A nine-page bibliography is included. (SI)

ED 298 618 EA 020 275

McGee, Jerry C.
AIDS in Schools.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Court Litigation; Elementary Secondary Education; *Handicap Discrimination; *Legal Responsibility; Public Schools; *School Responsibility; *Special Programs
IDENTIFIERS- *Texas
Acquired immune deficiency syndrome (AIDS) has become an issue that schools must understand, especially in terms of the legal requirements of educating students who contract this disease. In a review of some recent court cases involving children with AIDS, this paper focuses on how to educate these children. Under the Rehabilitation Act of 1973, section 504, AIDS is considered a handicapping condition. As such, the children have the right to attend public school, with any special accommodations that are necessary. Also, under the 14th Amendment, the court's policy is that excluding students who are known to have AIDS from a free and public education is a denial of equal protection. Several alternatives to the education of these children are discussed. Home schooling, isolation in separate classrooms, and efforts at inservice education for staff and parents have all been tried. The Texas Administrative Code has determined what requirements each school must meet and these are also explained. (LMS)

ED 298 633 EA 020 301

Marshall, John D.
Influencing State-Level Textbook Decisionmaking: The Way It Was in Texas.
PUB DATE- Oct 86
NOTE- 45p.; Paper presented at the Conference on Curriculum Theory and Classroom Practice (Dayton, OH, October 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Lobbying; *Policy Formation; *Political Influences; Politics of Education; *State Action; Surveys; *Textbook Selection; *Textbook Standards
IDENTIFIERS- Texas
While much has been written about state-level textbook selection and adoption, little careful, systematic data gathering has taken place. One result of this absence of formal study is that few people understand the scope and complexity of interacting persons and processes taking place whenever states make textbook decisions. This paper presents findings from one such study of the state-level textbook selection and adoption system in Texas. Among other phenomena, the paper addresses the concept of influence as it was perceived by various textbook decision makers. In an attempt to allow the chance for strong patterns to emerge from these perceptions, a multiple case study, design, historical in nature, was employed that relied on documentary, survey, and interview data. Findings indicate, in part, that special interest groups (both liberal and conservative) and textbook publishers have differing degrees of influence on different sets of textbook decision makers. (TE)

ED 298 437 CS 009 281

Rothlein, Liz; Christman, Terri
Read It Again! A Guide for Teaching Reading through Literature. Grades K-2.
Scott, Foresman and Co., Glenview, Ill.
REPORT NO.- ISBN-0-673-38199-4
PUB DATE- 89
NOTE- 116p.
AVAILABLE FROM- Scott, Foresman and Company Professional Publishing Group, 1900 East Lake Ave., Glenview, IL 60025 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Childrens Literature; Class Activities; Grade 1; Grade 2; *Instructional Materials; Integrated Activities; Kindergarten; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Materials; Teaching Methods
IDENTIFIERS- Reading Motivation

This guide provides activities for use with 15 popular children's books. Basic information is provided for each book--author, illustrator, publisher, publication date, grade level, and a list of other works by the same author. Each section includes a summary of the book, an introduction to use when presenting the book to children, key vocabulary words, suggestions on how to introduce vocabulary, discussion questions, and bulletin board ideas. Three activity sheets are provided for each book, and are numbered according to difficulty level (kindergarten through grade 2). Finally, optional activities, including activities for group or individual participation, are suggested. The following books are covered in this guide: (1) "Alexander and the Terrible, Horrible, No Good, Very Bad Day" (Judith Viorst); (2) "Amelia Bedelia" (Peggy Parish); (3) "Bedtime for Frances" (Russell Hoban); (4) "The Big Orange Splot" (Daniel Manus Pinkwater); (5) "Blueberries for Sal" (Robert McCloskey); (6) "Corduroy" (Don Freeman); (7) "Curious George" (H. A. Rey); (8) "Millions of Cats" (Wanda Gag); (9) "Miss Nelson Is Missing" (Harry Allard); (10) "No Roses for Harry!" (Gene Zion); (11) "The Snowy Day" (Ezra Jack Keats); (12) "The Story of Ferdinand" (Munro Leaf); (13) "Sylvester and the Magic Pebble" (William Steig); (14) "The Very Hungry Caterpillar" (Eric Carle); and (15) "Where the Wild Things Are" (Maurice Sendak). An appendix contains: general activity sheets for use after all the selected books have been read; a book evaluation form; a list of all vocabulary introduced; and an annotated bibliography of additional read-aloud children's books. (MM)

ED 298 453

CS 009 304

Hunter, Carolyn; McNearney, Janice
Read Today.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; *Literacy Education; Media Adaptation; *Newspapers; *Reading Instruction; *Reading Materials

This booklet provides 12 lessons designed to use the newspaper in an adult basic education curriculum. Each lesson focuses on a particular letter of the alphabet, provides a list of vocabulary needed for the lesson, and includes 10 steps which comprise the lesson, hints on how to teach the lesson, and suggested activities. (RS)

ED 298 335 CE 050 919

LIFE: Literacy Is For Everyone. Final Report.
South Plains Coll., Lubbock, TX.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; *Community Colleges; Counselor Role; Information Dissemination; Marketing; *Outreach Programs; Postsecondary Education; Program Development; Program Implementation; *Publicity; Public Relations; *Student Recruitment
IDENTIFIERS- *South Plains College TX

Project LIFE, which began in October 1987, was a model program that involved a coalition of community agencies in addressing the problem of adult illiteracy in a community college setting, enhancing participants' employability, and providing them with career adaptability. To improve outreach efforts, program planners made heavy use of commercial television as an awareness and instructional medium. Other project objectives were to increase public awareness of the complexities and problems associated with adult illiteracy while promoting literacy as a value within the community; to combine the resources of the major literacy providers in addressing the pervasive and complex problem of adult illiteracy; and to provide prevocational workshops to enhance employability, affect employment, provide career adaptability, and explore technical/vocational fields. Described in the body of the report are the project's promotional campaign, personnel and office procedures, inservice and intake components, class format, instructional materials, roles of the counselors, advisory board, and volunteers, and project evaluation and conclusions. Project materials related to most of these areas are contained in 11 appendixes, which also include student handouts and a student survey. (MN)

ED 298 408 CG 021 089

Basic Guidelines for Victims of Rape and Sexual Offenses. Revised Edition.
Maryland State Commission for Women, Baltimore.
REPORT NO.- DHR-Pub/5012
PUB DATE- Jun 80
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Coping; Counseling Services; *Courts; *Criminals; *Medical Services; *Rape; Social Support Groups; *Victims of Crime
IDENTIFIERS- Maryland

This brochure presents guidelines for victims of rape and sexual offenses in preparation for the legal and medical procedures which will follow the reporting of such an assault. The brochure states the hope that these guidelines will be useful to a victim in regaining control over the situation and in managing a difficult situation effectively. These topics are discussed: (1) initial considerations after the assault; (2) police department's response; (3) hospital staff's examination and medical considerations; (4) payment for physical examination and tests; (5) the in-depth interview; (6) lie detector test; (7) apprehension of the suspect; (8) bail; (9) preliminary hearing; (10) rape crisis counseling; (11) defense attorney; (12) grand jury; (13) arraignment; (14) pre-trial conference; (15) pre-trial motions; (16) the trial; (17) sentencing; (18) the appeal; and (19) change of address. The addresses and telephones numbers of rape crisis centers in Maryland are listed. (ABL)

ED 298 423 CG 021 105

Education for Self-Responsibility: Prevention of School-Age Pregnancy.
Texas Education Agency, Austin.
PUB DATE- Feb 88
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Early Parenthood; *Educational Objectives; Elementary Secondary Education; Health Education; Home Economics; Instructional Materials; *Pregnancy; Pregnant Students; *Prevention; Public Schools; *Responsibility; Science Education; Social Studies; *Student Development; *Student Responsibility; Vocational Education
IDENTIFIERS- Texas

This guide was developed as part of a plan of action related to prevention of school-age pregnancy and was designed to help school personnel implement a program that fosters self-responsibility in all areas of living. A section on background information and a plan for action presents statistics on school-age pregnancy and its implications for Texas schools, and discusses goals and objectives of the Texas State Board of Education. The next section, Components of Instructional Programs, describes the program foundation and presents sample objectives which include essential elements, subelements, and sample objectives that relate to education for self-responsibility. Sample objectives are included in the areas of social studies (prekindergarten through grade 12); health education (prekindergarten through grade 12); science (kindergarten through grade 12); and vocational home economics. Administrative and management concerns are addressed in the final section which presents a list of district policies and examines the areas of personnel, community involvement, selection and adaptation of instructional materials, nurturing a supportive environment, and assistance for pregnant students and school-age parents. (NB)

ED 298 469 CS 009 325

McLemore, Laura
Developmental Writing Module. Adult Literacy Project.
Grayson County Coll., Sherman/Denison, Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Adult Vocational Education; Freshman Composition; Higher Education; Lesson Plans; *Writing Skills
IDENTIFIERS- Basic Writers; *Basic Writing; *Developmental Writing
Intended for use by the teacher of a preparatory writing course at the college entry level, this developmental writing module is intended to provide students with some basic grammatical and organizational tools that will enable students to express themselves in writing well enough to answer coherently short essay questions, and succeed in a freshman composition course. The module is prepared for use with the text, "The Least You Should Know about English: Basic Writing Skills," and presumes seventh to eighth grade literacy, but may be used with any comparable text which provides ample practice exercises in the skills covered by this module. The general objectives of this module are that, on completion, the student will be able to write a coherent paragraph, and will understand how the structural principles of the paragraph may be applied to a longer paper. The specific objectives are that, on completion of the module, the student will be able to narrow a topic and formulate a thesis or theme statement, organize material into paragraphs, write short introductions and conclusions, write an outline, and use grammar and punctuation correctly in order to create basic written communication. In order to tailor the instruction to a specific audience, the module may be altered to incorporate the vocabulary of the particular discipline of that audience. The material is presented in a lesson plan format with 20 different lessons. (MS)

ED 298 485 CS 211 450

Stoessiger, Rex
Using Language Learning Conditions in Mathematics. PEN 68.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Mathematics; Foreign Countries; *Language Role; Learning Processes; *Mathematics Instruction; Primary Education
IDENTIFIERS- Australia; *Natural Literacy Development

This pamphlet reports on a project in Tasmania exploring whether the "natural learning conditions" approach to language learning could be adapted for mathematics. The connections between language and mathematics, as well as the natural learning processes of language learning are described in the pamphlet. The project itself is described--small groups of teachers alternating workshops with classroom trials--and three examples of classroom work resulting from the project are provided ("Thomas' Banana--Math Conferencing", "Matthew's Square Root," and "Now You See It--Now You Don't.") A summary outlines major findings of the project: (1) many of the processes are already in place; (2) other processes can be easily adapted; (3) changes have to be made to the mathematics; and (4) children must be allowed to record their work in their own way. The pamphlet contains a discussion and sample listing of "challenges" (open-ended problems used to present math to children). It concludes with a brief description of future project plans. (SR)

ED 298 500 CS 211 466

Decker, Norma; Shirley, Kathy
Teaching Writing in the Secondary School: A Research-Based Writing Process Curriculum.
PUB DATE- Jul 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; *Course Content; Curriculum Guides; Descriptive Writing; Educational Philosophy; Narration; Research Papers (Students); Secondary Education; Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- Writing Assignments; Writing Contexts

Placing a major emphasis on writing activity, this guide provides information and suggestions for implementing the Writing Process Curriculum in secondary schools. Following sections on the philosophy, aim, goals, and objectives of the Writing Process Curriculum, the guide outlines the stages of writing in the third section, including descriptions of pre-writing, writing, and revising activities. The fourth section of the guide presents a model course from the Writing Process Curriculum, and includes strategies and activities for the following areas: (1) developing fluency and confidence in writing; (2) descriptive writing; (3) narrative writing; (4) transactional writing; (5) academic writing; and (6) writing a research paper. (A list of suggested further readings and a selected bibliography are appended.) (MM)

ED 298 560 CS 506 332

Rivenburgh, Nancy K.
China: The Television Revolution.
PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; Foreign Countries; *Mass Media Role; *Popular Culture; Programing (Broadcast); Television Research; *Television Viewing
IDENTIFIERS- *China; Media Government Relationship; *Television History
What is currently happening in China is similar to what happened in the United States in the 1950s and the Soviet Union in the 1970s--television is quickly becoming a mainstay of popular entertainment and news. The Chinese government has made substantial efforts to provide television service to all regions of the country, with importance attached to satellite communications because of China's large and difficult geography. Purchases of television sets are rising, replacing radios as the new consumer status symbol. Modernization under Deng Xiaoping's administration has been critical in the development of the television industry; like all of China's mass communications systems, the television industry is operated by the government. Television is becoming less political and more a source of entertainment, although news is still the subject of greatest interest across all media, followed by sports, entertainment, and educational programming. Television's future as a popular and pervasive communications medium is probably irreversible, and is tied to the political and economic future of China. (One table of data is included; three tables of data and 68 references are appended.) (MM)

ED 298 588 CS 506 360

Marini, Patricia J.
Small Business Advertising: A Springboard for Advertising Majors and a Service to the Business Community.
PUB DATE- Jul 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Business Education; Class Activities; Course Descriptions; Education Work Relationship; Experiential Learning; Higher Education; School Business Relationship; *Small Businesses; Training Methods
IDENTIFIERS- Clarion University of Pennsylvania
Intended to give experience to students hoping to begin careers in advertising and also to serve a neglected segment of advertisers, a specialized senior-level course in small business advertising was developed at Clarion University of Pennsylvania. Early in the semester, lectures and demonstration clients focused on the distinct promotional challenges facing the small, independently-owned business. Small student groups each formed into an agency of specialists, covering the areas of account service, media services, internal control, and creative services. Each student agency (all were named "Becker Hall Associates") then solicited client businesses, prepared extensive case studies on the client, and developed a client contract proposal. Conferences with the professor and script rehearsing ensured that students were prepared for professional-level interaction with clients and media. The final presentation of the plan to each client included a comprehensive package, in some cases including ads ready for insertion in local media, and in all cases with an itemized bill (marked "Courtesy of Clarion University--no charge.") In the three years since the course's inception, students have done well and clients have been pleased. (Seven exhibits are included, comprising students' business cards, introductory and follow-up letters by the professor and the Small Business Development Center, case study guidelines, advertising client questionnaires and scripts, and agency job descriptions. Twenty-nine references are attached.) (SR)

ED 298 251 CE 050 663

Sherritt, Caroline
Paulo Freire and Adult Education: A Radical Model for Liberal Educators.
PUB DATE- Sep 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; *Educational Attitudes; *Educational Philosophy; Educational Practices; *Liberalism
IDENTIFIERS- *Freire (Paulo); Radicalism

Since the 1970 English publication of "Pedagogy of the Oppressed," Brazilian educator Paulo Freire has been a compelling and controversial figure in adult education. Most often associated with the radical end of the philosophic continuum, Freire has nonetheless managed to gain acceptance among moderate adult educators who do not necessarily share his philosophic outlook. This phenomenon can be understood within the context of liberal and radical education, two orientations increasingly reflected in adult education literature, especially by P. Jarvis. In addition, some social developments of the last three decades have contributed to an acceptance of radical thought. In practice, Freire is largely liberal, stressing the phenomenal and existential nature of the individual; his private life has not been that of the radical revolutionary. It is possibly Freire's eclectic blend of Marxism, Christian humanism, and existentialism that appeals to adult educators, particularly adult educators within a Judeo-Christian context that teaches that all good things evolve from the power of the individual. However, since liberals ignore Freire's radical ideas and radicals ignore his liberal teachings, Freire's true contribution to adult education will be obscured until these issues are faced objectively. (KC)

ED 298 265 CE 050 759

Kussrow, Paul G.
Community Education Resources Infusion Module for K-12 Instructors.
Appalachian State Univ., Boone, N.C.
PUB DATE- 88
NOTE- 148p.; Some sections are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; *Community Education; *Community Involvement; *Community Resources; Community Support; Educational Philosophy; *Educational Resources; Learning Activities; *Lesson Plans; Secondary Education; State Programs; *Teaching Methods; Vocational Education
IDENTIFIERS- *North Carolina
This module was developed to help preservice and inservice teachers understand the rationale behind the community education movement, its development in North Carolina, and how to infuse at least one of its components (use of community resources) into classroom instruction. The module consists of three units. The first unit is designed to help teachers gain an understanding of some of the major crises in public education. The second unit explains the community education movement in North Carolina and lists the major facilitators who can help classroom instructors. The final unit deals with the actual infusion of community education resources into a classroom lesson. Scattered throughout the module are learner activities for students/teachers to complete and mail for evaluation. Extensive appendixes list community education resources and provide forms to be used in developing community education activities. (KC)

ED 298 350 CE 050 958

JTPA Title IIA Participants Who Were School Dropouts at Program Application: Program Year 1986. JTQS Special Paper No. 6.
Department of Labor, Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- Jun 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Education; Demography; *Dropouts; *Employment Programs; *Outcomes of Education; *Participant Characteristics; *Performance; Socioeconomic Background
IDENTIFIERS- *Job Training Partnership Act 1982

A study examined the characteristics and experiences of school dropouts who participated in training programs authorized under Title IIA of the Job Training Partnership Act (JTPA). The data were obtained through the quick-turnaround portion of the Job Training Quarterly Survey (JTQS) and were extracted from service delivery area administration records during the 1986 program year. It was discovered that an estimated 26 to 28 percent of the population served by JTPA are school dropouts in contrast to an overall dropout rate of 14 percent commonly estimated for the general population. For youth and adult dropouts alike, JTPA is serving slightly larger percentages of men than would be suggested by the eligible population. Blacks also appear to be somewhat overrepresented, whereas Hispanics are underrepresented. Of the 182,900 school dropouts who were terminated from JTPA during 1986, an estimated 57 percent entered employment at the time of termination compared to a rate of 64 percent for all other JTPA terminees. (Appendixes include a technical note on JTQS background, data limitations, and definitions; male/female estimates for comparison of JTPA, Title IIA terminees with the eligible population; and detailed tables dealing with JTPA IIA terminees during program year 1986.) (MN)

ED 298 364 CG 021 044

Korte, Charles
Help-Seeking Orientations and the Potential for Mutual-Aid Arrangements among Older Adult Retirees.
PUB DATE- 1 Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Helping Relationship; *Individual Needs; Need Gratification; *Older Adults; *Social Support Groups; *Teacher Retirement
IDENTIFIERS- *Independent Living
An organization of over 400 retired faculty members from a state university was concerned about the increasing frailty of some of its members and the difficulties some members were expecting in the near future in being able to remain in their present homes. It was suggested that the organization could start to function as a self-help or help-exchange organization, helping members cope with their needs, particularly those associated with maintaining member independence and residence. A survey was conducted of the members of the retiree organization to determine their receptivity to three different assistance plans that the organization was considering: (1) to act as a clearinghouse for private paid services needed by the members; (2) to coordinate volunteer help needed by the members; and (3) to set up help-exchange arrangements between the members. The results of the survey showed that most existing assistance needs were being met by paid services and that this was the preferred means of meeting future needs. Correspondingly, the assistance plan members were most receptive to was the paid services plan. The help-exchange plan was least popular, but still the level of receptivity was high compared with other recent studies. Individual factors that have been found to be predictive of receptivity to help-exchange programs were not found to be predictive in this study. (Author/NB)

ED 298 454 CS 009 305

Readence, John E., Ed.; Baldwin, R. Scott, Ed.
Research in Literacy: Merging Perspectives. Yearbook of the National Reading Conference (36th, Austin, Texas, December 3-6, 1986).
National Reading Conference, Inc.
PUB DATE- 87
NOTE- 336p.
AVAILABLE FROM- National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Literacy; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- *Emergent Literacy
The 30 conference papers contained in this yearbook are as follows: "Assessment, Accountability, and Professional Prerogative" (P. D. Pearson and S. Valencia); "Cloze Procedure and the Sequence of Text" (A. G. Gamarra and J. Jonz); "Factors Affecting Summary Writing and Their Impact on Reading Comprehension Assessment" (M. H. Head and R. R. Buss); "Emergent Literacy: Reading and Writing Development in Early Childhood" (W. H. Teale); "The Effect of One-to-One Story Readings on Children's Questions and Responses" (L. M. Morrow); "Understandings of the Forms and Functions of Written Language: Insights from Children and Parents" (L. A. Kastler and others); "Kindergarten Spelling: Explaining Its Relationship to First-Grade Reading" (L. Ferroli and T. Shanahan); "Literacy Learning as an Intertextual Process" (D. W. Rowe); "Should Reading Comprehension Skills Be Taught?" (R. P. Carver); "Variables Influencing Importance Assignment" (P. Afflerbach); "Effects of Practice in Retelling upon the Reading Comprehension of Proficient and Less Proficient Readers" (B.A. Kapinus and others); "In-Process Measures of Ambigious Text Interpretation: Another Look at the Influence of Prior Knowledge" (W. A. Henk and J.P. Helfeldt); "Learning to Teach Comprehension: A Collaborative Approach" (J. A. Niles and R. V. Lalik); "Main Idea Treatment in Secondary Reading Skill Development Materials" (D. W. Moore and B. Smith); "Learning from Discussion: Requirements and Constraints on Classroom Instruction in Reading Comprehension Strategies" (J. H. Mosenthal); "Explicitness in Sixth-Grade Social Studies Textbooks" (M. J. Dreher and others); "An Analysis of Ambiguous Oral Discourse during Reading Instruction" (J. J. Sweetland and others); "Children's Oral Language during Teacher-Directed Reading Instruction (L. B. Gambrell); "Students' and Teachers' Perceptions of an Innovative Reading Strategy" (N. D. Padak and G. M. Padak); "The Status of Literacy in Our Society" (L. Mikulecky); "Coping Strategies of Four Successful Learning Disabled College Students: A Case Study Approach" (W. G. Brozo and C. L. Curtis); "Writing in Constrained Genres: Pushing the Limits of Writing Models" (G. M. Schumacher and others); "The Relationship between Teachers' Beliefs and Instruction and Students' Conceptions about the Writing Process" (K. L. Fear and others); "An Instructional Investigation of Students' Ideas Generated during Content Area Writing" (M. A. Martin and B. C. Konopak); "Relating Reading and Writing via Comprehension, Quality and Structure" (A. Schewe and V. Froese); "Two Young Writers: The Relationship between Text Revisions and Teacher/Student Conferences" (C. Vukelich and L. D. Leverson); "Through Teachers' Eyes: Reflections on Ethnography and Writing" (S. Perl); "Cohesive Harmony Analysis: Issues of Text Pragmatics and Macrostructure" (L.B. Friedman and E. Sulzby); and "Yearbook of the National Reading Conference Membership Survey and Results," (J. Fitzgerald and D.L. Spiegel). (MS)

ED 298 516 CS 211 483

Abbott, Eric A.
The Volunteer Newspaper: A Communication Solution for Small Rural Communities? A Case Study.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Resources; *Community Support; Higher Education; Journalism; Media Research; *Newspapers; News Reporting; Quality of Life; *Rural Areas; *Volunteers
IDENTIFIERS- *Community Newspapers; Iowa; *Readership Analysis; Weekly Newspapers
Despite their important role in the community, there have been a number of economic cycles and population shifts which have resulted in rural communities losing their weekly newspapers. An exploratory case study examined a small Iowa community of 450 persons which launched a volunteer newspaper nearly 10 years ago. The experiences of this community are seen as a possible model for other small communities which desire a newspaper, but are too small to support a commercial weekly newspaper. The study was divided into two main parts. The first part, using a series of interviews with persons instrumental in creating and operating the volunteer newspaper, was aimed at explaining how the newspaper came into existence and how it had survived its first decade. The second part consisted of a mail survey of all 427 subscribers to the volunteer newspaper. Results indicated that the newspaper has high readership in terms of both time and types of items. Although it has its highest readership among the elderly, most of whom have lived in the community for many years, its overall level of readership is also high--at least comparable to that of commercial weekly newspapers and urban neighborhood newspapers as shown in previous studies. These results suggest that a volunteer newspaper may be a viable model for meeting the communication needs of persons living in communities too small for a commercial newspaper. (Seven tables of data are included, and 17 references are appended.) (MS)

ED 298 531 CS 211 509

Jones, Emory D., Ed.
The Mississippi Junior College Creative Writing Association: A Decade of Progress.
Mississippi Junior Coll. Creative Writing Association.
PUB DATE- 87
NOTE- 52p.; Small print throughout may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTORS- *Creative Writing; Higher Education; Student Journals; Student Writing Models; Two Year Colleges; Two Year College Students; *Writing for Publication
IDENTIFIERS- Historical Background; Literary Magazines; Mississippi

This booklet contains a capsule history of the Mississippi Junior College Creative Writing Association (MJCCWA), its constitution, and the following selected student manuscripts from the past ten years of the MJCCWA's journal, "The Junior College Writer": (1) "Chronology of a Hunt" (William Patrick Story); (2) "House of the 'Possum Hunter" (N. A. McSweyn); (3) "Winter Tree" (Suzanne Pilmer); (4) "Remnant" (Charles Lennie Hill); (5) "Re-Collections (Johnny DuVall); (6) "Daughters of Eve" (Rhonda Dunn); (7) "The Kudzu Caper" (Russell Morgan); (8) "Uncle Sidney's Laying Out" (Tammy Smith); (9) "Beautiful Swimmer" (Elaine McDermott); (10) "Magnolia Blossom" (Lisa Winters); (11) "The Good Old Days?" (Deloris Moore); (12) "The Old Harp Singing" (Rebecca Moore); (13) "From Our Vantage Point" (Amy House); (14) "Baby Rose" (Sandra Cooper); (15) "Mother's Dream Machine" (Kim Clements); (16) "Unfinished Portrait" (Frances Pounds); (17) "The Blue Parlor" (Bobbie Crudup); (18) "Reminiscence" (Joseph Alexander); (19) "Kitten Touches Back" (Suzanne Clemons); (20) "A New Ritual" (Pat Hassell); (21) "On Changing a Flat Tire and Wondering Where to Go" (Jessica Mullen); and (22) "The Cock Fight" (Pat Hassell). (MS)

ED 298 546 CS 506 315

Loge, Peter
Arguments against Establishing Stock Issues in CEDA Debate: A Call for Context Anarchy.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Persuasive Discourse
IDENTIFIERS- Context Dependence; *Cross Examination Debate Association; Debate Strategies; *Stock Issues (Debate)
Although many Cross-Examination Debate Association (CEDA) coaches and debaters wish to establish "stock issues" (categories of questions that people naturally ask when confronting a resolution), there are several strong arguments against establishing stock issues in CEDA debate. To enhance the educational value of the activity, stock issues for each round should be decided by the debaters during the round. For example, if a debate team wishes to defend a policy position, they should say so and then set criteria for judging that policy position. Debaters could set the context of the debate and its stock issues, and the bounds within which resolutions could be weighed would be limited only by the insight of the affirmative. This type of context anarchy is at least as educationally sound as stock-issue totalitarianism. Educational advantages to this approach include improving communication skills, focusing on critical thinking, and providing pre-professional preparation. Context-dependent arguments would also foster thinking skills, and increase the liveliness of debate rounds. For the benefit of the debaters, CEDA debate should not constrain debate, but rather let loose the winds of anarchy. (MM)

ED 298 294 CE 050 841

Mason, Joan L.
Mobilizing Community Resources. Workshop Outline and Course Description.
PUB DATE- 88
NOTE- 36p.; Workshop presented at the Laubach Literacy Action 1988 Biennial Conference (San Diego, CA, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Community Resources; Course Descriptions; *Fund Raising; Learning Activities; Lesson Plans; *Motivation Techniques; Questionnaires; Records (Forms); *Recruitment; *Voluntary Agencies; *Volunteers; Workshops
This combination workshop guide and course description is intended to equip persons belonging to nonprofit volunteer organizations with the skills required to develop an action plan for identifying community resources and mastering effective methods of obtaining support for volunteer programs. The training emphasizes that 80 percent of fundraisers' time should be spent in the preparation of putting together the resources and 20 percent should be spent on the actual process of solicitation. The packet consists of a lesson plan, transparency masters, handouts, checklists, questionnaires, training exercises, tip sheets, and reprints of journal and newspaper articles designed to accomplish the following workshop objectives: (1) to present a historical perspective of American philanthropy; (2) to instruct participants in preparing an organization for the mobilization process; and (3) to train participants with principles in methods of soliciting support from the private sector (corporations, foundations, and individuals). (MN)

ED 298 308 CE 050 862

Stone, James R., III; Manion, Kathryn J.
Meeting the Needs of Business and Industry: Upgrading and Updating Employed Workers.
Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Jun 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Work Relationship; Evaluation Criteria; *Industrial Training; Inplant Programs; Job Skills; *Models; On the Job Training; Postsecondary Education; *Program Development; *Program Evaluation; School Business Relationship; Skill Development; Staff Development; Technical Education; Trade and Industrial Education
IDENTIFIERS- *Customized Training; *Minnesota
A study was designed to identify models of industry-based training (short-term training designed to upgrade or update the skills of employed workers). Information was gathered through a review of literature and 13 telephone interviews in 4 states with persons previously involved in outreach programs to business and industry. Researchers also attended seminars and meetings on customized training. The study identified the following eight models of industry-based training: (1) competency need; (2) diagnostic or medical; (3) democratic; (4) individual appraisal; (5) system discrepancy; (6) analytic; (7) self-fulfillment; and (8) performance discrepancy. The study also found two key parameters to the models: the different occupational skill levels at which training can be targeted and the administration of such training. As a result of the study, criteria were developed to evaluate the models of industry-based training. Finally, procedures were developed for identifying appropriate models for use in the Minnesota system of technical institutes. Appendixes include the interview protocol and a list of persons interviewed. (KC)

ED 298 322 CE 050 887

Veach, June P.
It's Your Life...Take Charge = Es Tu Vida...Toma Control. User's Guide and Student Workbook. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 73p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (set including user's guide videocassette, and student workbook, Order No. SP700TC--$49.50; SP700TC01--$19.50 for 10 copies of English student workbook; SP700TC02--$19.50 for 10 copies of Spanish student workbook).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Education; Counseling; *Decision Making; Decision Making Skills; *Dropout Prevention; *Dropout Programs; Dropouts; Goal Orientation; *Helping Relationship; High Risk Students; *Intervention; Mentors; Potential Dropouts; *Role of Education; Secondary Education

These materials and a related videotape are intended to respond to the need to heighten at-risk students' awareness of factors involved in dropping out, of the need for staying in school, and of a process for making choices. The user's guide (in English only) discusses student level, makes suggestions for using the videotape and student booklet interactively, offers suggestions for additional reading, and recommends additional resources. The videotape focuses on profiles of four students who dropped out of school. It includes characteristics of dropouts and factors related to dropping out of school in terms of the outlook for students' futures. An at-risk student who decided not to drop out is also profiled. The student workbook guides students through a process for making reasoned choices about school. It encourages them to take charge of their lives rather than let things happen to them that might lead to dropping out of school. Both English and Spanish versions of the student workbook are provided. (YLB)

ED 298 379 CG 021 060

Heck, Edward J.; And Others
Drug Use Survey of University of Kansas Students.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; *Drug Use; Higher Education; Incidence; *Marijuana
IDENTIFIERS- University of Kansas

A survey of drug use (excluding alcohol use) within the University of Kansas student body was conducted during the spring semester of 1987. The purpose of the survey was to establish baseline information on various drug use issues among the student body that could be used for comparative and programmatic purposes. The 11-item survey was mailed to a random sample of 1,000 undergraduate and graduate/law students. Data were received from 554 students covering topics of frequencies of use of various drugs, current drug use rates, onset of use, and perceived primary sources of assistance. The results suggest that 261 students or 47% of the respondents had never used drugs other than alcohol, and that the vast majority of respondents had never used the drugs listed on the survey with the exception of marijuana. Other findings suggest that the high school years have the highest frequency of initial drug use. Responses to an item asking respondents to indicate the one primary source to which they would turn if they felt they had a drug problem suggest that the decision to use university psychological services is likely to come only after students have attempted to cope with the problem themselves or with the aid of a close friend or relative. (Results are compared to results from surveys conducted at the University of Michigan and the University of Virginia. The survey instrument is included.) (NB)

ED 298 394 CG 021 075

Goldberg, Paula R., Comp.
A Network of Knowledge: Directory of Criminal Justice Information Sources. Sixth Edition.

Aspen Systems Corp., Rockville, MD.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Sep 86
NOTE- 206p.
CONTRACT- OJP-85-C-008
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Correctional Rehabilitation; *Courts; *Criminals; Information Seeking; *Information Sources; *Justice

This directory of over 170 criminal justice information sources is based on a 1986 survey of more than 400 criminal justice agencies. The following guidelines were used to select organizations/information resources: (1) the organization's service area is national or regional in scope; (2) the provision of criminal justice-related information is a major function of the organizations; (3) the organization's information services include one or more of the following: data base searches, document dissemination or delivery, practical information on setting up programs, reference services, and technical assistance; (4) the organization answers telephone and mail requests and does not require users to visit the facility to obtain information; and (5) costs for services or membership are not prohibitive or excessively restrictive. The following types of information are included: parent organization/sponsoring agency, information center/library, address, telephone number, user restrictions, year established, head of center, number of staff (professional, support, and volunteer), contact person, objectives, services offered, collection site, and publications. (ABL)

ED 298 575 CS 506 347

Merron, Jeff
Murrow on TV: "See It Now," "Person to Person," and the Making of a 'Masscult Personality.' Journalism Monographs Number 106.
Association for Education in Journalism and Mass Communication.
PUB DATE- Jul 88
NOTE- 44p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, 1621 College St., University of South Carolina, Columbia, SC 29208-0251 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Audience Awareness; *Broadcast Television; Journalism; *Journalism History; Middle Class Culture; *News Media; News Reporting; *Professional Recognition; Television Research
IDENTIFIERS- *Broadcast Journalism; Journalism Research; *Murrow (Edward R); News Reporters; Television History; Television News

Edward R. Murrow is considered by many to be the first serious practitioner of broadcast journalism. In the 1950s he pioneered in developing the television documentary form with the "See It Now" series. A second series, "Person to Person," played a large part in popularizing the televised celebrity interview. Characterizations of Murrow as "swashbuckling" and "a genuine hero," while perhaps true, serve to obscure Murrow's real contributions to television journalism. Despite his production of many provocative and probing video segments, for example, for the most part he used television in a conservative manner--both "See It Now" and "Person to Person" were as formulaic and predictable as many other television programs. Both "See It now" and "Person to Person" were geared to mass audiences, as the medium of television demanded. The audience for each program differed, as did Murrow's demeanor on each night. Both of Murrow's programs influenced television journalism. He set standards still in effect at the networks today and was the role model for the television foreign correspondent. Journalists, critics, and media historians would like to remember Murrow as being something he was not: an individualist who never compromised his high journalistic standards in face of corporate pressure. He did compromise, and the result had many tangible benefits for him and for CBS. (One hundred and sixty-three notes are included.) (MS)

ED 298 604 EA 020 189

Milstein, Mike M.; Inbar, Dan E.
The ABCs of Organizational Behavior.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Elementary Secondary Education; *Group Behavior; *Matrices; *Organizational Change; *Organizational Theories
IDENTIFIERS- *Conceptual Frameworks; *Organizational Behavior
To penetrate the growing complexity of theoretical perspectives and research methodologies surrounding organizational behavior, this paper introduces the ABC Matrix. This conceptual framework clarifies complex, repetitive organizational behavior by grouping behaviors (avoidance, buffering, and confronting) into readily understood categories. Second, the matrix stresses the importance of observing behaviors at the individual, the group, and the overall organization levels. Third, the framework helps ascertain trends over time and explain current behaviors. Fourth, the matrix serves as a basis for developing practical tools to diagnose behavior and encourage behavior change when appropriate. While early feedback from graduate seminars and professional development workshops for educators supports the matrix as a useful tool, it has not yet been widely critiqued or field-tested. A survey instrument has been designed to meet this need. This paper's three sections (1) introduce, define, and integrate the ABC concepts; (2) present a case study employing the matrix; and (3) explore the matrix's potential for analytical and diagnostic purposes. The matrix enables organizational leaders to see both extreme behavior types and the blending of these behaviors as they typically occur in reality. Because the matrix is not a "canned" approach, it provides guidance for understanding, while encouraging contingency applications to specific organizational sites. (MLH)

ED 298 619

EA 020 278

Papalewis, Rosemary

Exploring District Culture: Administrators' Shared Values, Perceptions, and Beliefs of Their District's Management Model

PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Administrator Effectiveness; *Cultural Context; Elementary Secondary Education; Public Schools; *School Effectiveness

This is an exploratory study of the administrative culture of an effective school district (as indicated by state and national recognitions). The findings indicate that a rich culture of shared values, perceptions, and beliefs pervades the administrative ranks at both district and school site levels. These findings suggest that symbolic language, coupled with myths and legends, contribute to the development of shared values in which administrators believe in the district as an "ideological system" and the superintendent as "symbolic chief." This implies that symbolic or cultural dimensions can contribute, in a variety of ways, to the overall effectiveness of a district's organization by increasing personal self-worth, motivation, and commitment. Extensive interviews with 70 percent of the district administrators were conducted. A key finding was the effects attributed to the motivational management style of the superintendent. Included are 21 references. (LMS)

ED 298 634 EA 020 303

Allen, Edward K.
Preservice Administrator Preparation: A Collaborative Approach.
PUB DATE- Feb 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Chicago, IL, February 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; College School Cooperation; Higher Education; *Participative Decision Making; *Training Methods; *Vocational Education
IDENTIFIERS- *Indiana University of Pennsylvania
This paper deals with an attempt by the Indiana University of Pennsylvania (IUP) to strive for excellence in education via a collaborative approach to administrator preparation. The approach utilizes professionals from both the university community and the local education agency in forming a training team to prepare preservice supervisors and administrators. The training of preservice vocational administrators at IUP represents a shift from the traditional format to one that is competency-based and field experienced. Appended are several aspects of the Indiana University of Pennsylvania Vocational Leadership Program: (1) the responsibilities and duties of those responsible for the program; (2) an overview of the salient features of the program; (3) the required competencies; (4) the competency guide sheet; and (5) a staff questionnaire. (SI)

ED 298 650

EA 020 326

Bauch, Patricia A.; Small, Thomas W.

Parents' Reasons for School Choice in Four Inner-City Catholic High Schools: Their Relationship to Education, Income, Child Aspirations, Religion, and Race.

PUB DATE- Apr 86
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). Research supported in part by the Youth Development Research Center, the Catholic University of America and the National Catholic Educational Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Catholics; *Catholic Schools; High Schools; *Inner City; Mothers; *Parents; Questionnaires; *School Choice; School Demography; Tables (Data); *Urban Education; Urban Schools

In this study, parents' reasons for school choice were explored at four inner-city school sites by means of a questionnaire distributed to parents by their children. The sample for this study consisted of the parents of over 2,300 students who attend the four schools studied. All are inner-city Catholic high schools located in four different metropolitan areas representing three different regions of the country. Questionnaires were returned from 896 respondants, of whom 86 percent were mothers. Resulting data are presented in six tables: (1) school demographic characteristics; (2) parent sample by the four schools; (3) priority reason for school choice by school; (4) parent characteristics by school and for the total sample; (5) priority reason for school choice by parent characteristics; and (6) school profiles: ranking of priority reason by school. Findings reveal significantly different responses from school to school in the four different metropolitan areas. When responses were examined in relationship to parent characteristics (socioeconomic status, aspirations for child, religion, race), all but aspirations and religion were significantly associated with specific reasons. Thirty-nine references are included. (SI)

ED 298 280 CE 050 783

Schill, William J.
A Typology of Transition Based on a Synthesis of the Literature. Project TROPHY. Transition Research on Problems of Handicapped Youth.
Washington Univ., Seattle. Coll. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 88
NOTE- 74p.; For related documents, see CE 050 784-785.
CONTRACT- 300-85-0174
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Classification; *Daily Living Skills; *Disabilities; *Education Work Relationship; Employment; Job Skills; Literature Reviews; Physical Mobility; Secondary Education; Vocational Education; Youth
IDENTIFIERS- *Independent Living
This monograph synthesizes the research literature on transition from school to work and independent living for handicapped youth. The emphasis is on handicapped youth, but general literature is included where appropriate. The first part presents a short series of dramatized vignettes, based on fact. Summaries and syntheses are then provided on literature related to definition, vocational preparation, living arrangement, mobility, and correlates of employment. Part 2 of the monograph develops a typology of transition. These three main categories of elements of the typology are described: employment, living arrangement, and mobility. The typology is followed by a descriptive analysis of the subjects in a specific study that tests the viability of the Transition Typology for understanding relationships among the variables that may affect transition. Variables that may contribute to differential success of transition are then analyzed. A 12-page bibliography is appended. (YLB)

ED 298 409 CG 021 090

Gutstein, Steven E.; Rudd, M. David
Adolescents and Suicide: Restoring the Kin Network.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Hogg Foundation for Mental Health, University of Texas, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Case Studies; *Extended Family; Family Involvement; *Family Relationship; Intervention; Outcomes of Treatment; *Prevention; Program Effectiveness; *Psychotherapy; *Suicide

This booklet describes Houston's Systemic Crisis Intervention Program (SCIP), an outpatient-based program for adolescents who have attempted suicide, used during the suicidal crisis period and based on the premise that children need a healthy kin system to serve as a buffer to the all too frequent crises of adolescence. The introduction presents two case studies of adolescents who have attempted suicide and background on the nuclear family's need for a health kin system in order to adapt successfully to major life transitions. The next section discusses current research on what propels youth to suicide and what prevents suicide, highlighting the disrupted kin network of the two adolescents presented earlier. Next, aspects of a healthy functioning kin network which functions as a good suicide deterrent is described. The rationale for the Systemic Crisis Intervention Program is presented. The treatment model, consisting of these parts is discussed: (1) providing an immediate emergency response which serves to maintain family members' anxiety within manageable limits; (2) mobilizing extended family members to become involved in the crisis; and (3) restructuring kin system relationships to provide successful long-term solutions to the current crisis. The effectiveness of the program was examined using 47 adolescents accepted for treatment and the results of the evaluation are discussed which showed that during the follow-up period of more than one year only two subjects engaged in suicidal behavior, neither of which resulted in physical harm, and that family and marital functioning improved during the treatment phase. (ABL)

ED 298 424 CG 021 106

Report to the Nation on Crime and Justice and Technical Appendix. Second Edition.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-105506
PUB DATE- Mar 88
NOTE- 258p.; A variety of colored inks are used in graphics.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Institutions; Costs; Courts; *Crime; *Criminals; *Government Role; *Justice; Recidivism; Sentencing; *Victims of Crime

This report on crime and justice aims to present statistical information in a format that can be easily understood by a nontechnical audience. It uses graphics and a nontechnical format to bring together data from the Bureau of Justice Statistics, the Federal Bureau of Investigation Uniform Crime Reports, the Bureau of the Census, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and other research and reference sources. It presents national data on crime and the criminal justice system, examining the incidence of crime, characteristics of victims of crime, when and where crimes occur, characteristics of criminal offenders, the government's response to crime, juvenile and adult offenders and how they are handled, and the costs of justice. It contains additional material on homicide, robbery, and burglary; drunk driving; white-collar crime; organized crime; high technology crime; state laws that govern citizen use of deadly force; private security; police deployment; sentencing practices; forfeiture; sentencing outcomes; time served in prison and jail; facilities crowding; recidivism; the cost of crime; and privatization of criminal justice functions. A press release and brochure concerning this publication are included, as well as an order form for a slide presentation based on the document. A separately bound technical appendix provides page references to, summaries of, and supplementary statistics for each topic covered in the body of the report. (NB)

ED 298 438 CS 009 282

Haney, Dorothy
Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom.
PUB DATE- Jul 88
NOTE- 44p.; M.S. Thesis, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Education; Family Life; *Reading Aloud to Others; *Reading Attitudes; *Reading Programs; *Reading Research; Teacher Influence
This 53-item annotated bibliography reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. This bibliography was designed to be informative to teachers, parents, and administrators who are interested in improving the reading achievement and attitudes of children. The material in this bibliography dates from 1968 to 1987 and includes journal articles, documents in the ERIC database, and resource books. A summary, conclusions, and five specific recommendations based on the works cited are presented. The conclusion states that research indicates that reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes. (RS)

ED 298 486 CS 211 451

Shah, Hemant
Journalistic Roles and the Production of Development News: A Study of Three Prestigious Newspapers in India.
PUB DATE- Jul 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Factor Analysis; Foreign Countries; Mass Media Role; Media Research; *Newspapers; News Reporting; *Press Opinion; Surveys
IDENTIFIERS- *India; Journalism Research; Journalists; Media Coverage; Media Government Relationship; News Sources; News Stories
Focusing on three leading Indian newspapers published in New Delhi--"The Economic Times," "The Hindustan Times," and "Nav Bharat Times," a study examined the roles that journalists working for these newspapers assume, or want to assume, and how that may be related to development news production by their newspapers. A survey was distributed to all journalists working for the three newspapers (38 of 205 surveys were returned for an 18.5% response rate). Although factor analysis results indicated that having a role in the development process was considered important by respondents, there was relatively little development news in the three newspapers. Further, the development news stories tended to emphasize politics and politicians, used sources associated with the government and its agencies, and avoided sources who took critical views of the development process in India. (Two tables of data are included.) (MM)

ED 298 501 CS 211 467

Pasternack, Steve
The Open Forum: A Study of Letters to the Editor and the People Who Write Them.
PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Editorials; Editors; Information Needs; *Journalism; *Letters (Correspondence); Media Research; *Newspapers; *Public Opinion
IDENTIFIERS- Editorial Policy; Editor Role; *Letters to the Editor
More letters to the editor are being written to daily newspapers than ever before, and more of them are being published in ever-expanding letters columns. However, many letters go unpublished because of the letter's unsuitability, lack of space, or the writer's view having already been expressed. A study examined--by combining the methods of survey and content analysis--who the "unpublished" letter writers are, how they compare to the "published" writers, whether the same people are consistently getting their letters published and other people are consistently getting their letters rejected, and the editing process. The study looked at the letters received at a daily newspaper (circulation above 100,000) in a one-month period. The analysis consisted of 335 letters; 240 were "published" and 95 were "rejected." The survey consisted of a questionnaire to which 269 of the letter writers responded. Findings showed: (1) letters to the editors are written by a group of people above the norm in education, income, age, and community stability; (2) a majority believe that the open forum is not a good gauge of general opinion; (3) published writers were more likely than the unpublished ones to write letters opposing something in the newspaper; (4) published writers tended to write based on some expertise more than the unpublished letter writers; and (5) those whose letters were rejected tended to be more likely to submit a cathartic letter. (Ten tables of data and 29 notes are included.) (MS)

ED 298 589 CS 506 361

Borchardt, Donald A.
Performance and Thinking Skills: The Battle between the Conscious and the Unconscious.
PUB DATE- Aug 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Theatre in Higher Education (San Diego, CA, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acting; Characterization; *Creative Thinking; *Critical Thinking; *Decision Making; Drama; Higher Education; *Problem Solving; Theory Practice Relationship
IDENTIFIERS- Directing (Theater); Drama in Education; *Guided Design; *Thinking Skills

Thinking skills and performance skills are compatible, and actors and directors should learn them both. If there are to be advances in performing arts there must be a clearer understanding of the processes of thinking and the practices of performing. Efforts to define thinking skills have tended to categorize the skills into four camps: critical thinking, creative thinking, problem solving, and decision making. Each of the kinds of thinking skills has a strategy or plan which allows the thinker to define issues or problems, generate ideas, prepare a plan and take action. Guided Design is a decision-making process which provides a procedure for solving open-ended problems or making group decisions. Finding problems to solve by adapting the Guided Design thinking strategy heightens interest and improves communication in the classroom, as well as among cast members and between performers and the director. Group decision making helps clarify objectives, identify goals, identify sources of information, and provide a meaningful way for making choices and taking action. If better thinkers are to be produced from performance studies in theatre arts it is necessary to know more about thinking skills--critical and creative, problem solving and decision making. (Two figures are included and 15 references are attached.) (RAE)

ED 298 252 CE 050 679

La Pierre, Sharon D.; Fellenz, Robert A.
Spatial Reasoning and Adults.
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 88
NOTE- 68p.; Papers developed as a Postdoctoral Fellow at the Center for Adult Learning Research.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Adult Education; *Adults; *Art; *Cognitive Ability; *Intelligence; Psychological Studies; *Spatial Ability; *Talent

This monograph contains two studies in which the notion of intelligence as one general basic ability is rejected and in its place is posited the existence of a specific type of mental ability described as "spatial intelligence." "Spatial Reasoning and Its Measurement" investigates the process of spatial reasoning in the adult through an analysis of the level of manipulation of abstract mental imagery by assessing a "doodle" activity. Study results indicate that spatial reasoning is highly related to figural structures that allow for the mental manipulation of abstract mental imagery as a reasoning faculty. "Stylistic Independence in Art: Doodling as an Indicator of Idiosyncratic Expressiveness" presents a conceptual framework that characterizes doodle activity in adults as a consistency of figural relationships resulting in an artistic style. Results of a study reveal that the practice of graphic activity produces an individual artistic perspective, expressed in consistent figural markings, that links the activity of doodling to artistic development. Appendixes include a measurement scale for the spatial manipulation of abstract mental imagery and a classification of doodles. (YLB)

ED 298 266 CE 050 763

Davis, Richard S.
The 10-Week Plan: An Empowerment Exercise. Techniques.
PUB DATE- Sep 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Education; Adult Students; College Students; *Disadvantaged; *Planning; *Self Actualization; *Self Concept
IDENTIFIERS- *Empowerment; *Goal Setting

A 10-week plan was developed to help disadvantaged adults and college students realize that they can affect their environments if they learn the techniques of setting short-term goals to obtain long-term goals. According to the plan, the student selects a goal (not necessarily an educational goal) that can be reasonably accomplished in 10 weeks. The student develops a succinct goal statement detailing the exact outcomes expected. The next step is to develop a plan. This involves formulating 10 weekly objectives that will result in attainment of the goal. A three-column chart (with the headings "week," "task," and "completion") is constructed to monitor progress toward achieving the goal. Because the point of the planning exercise is to demonstrate to students that they can indeed manage their lives, efforts should be made to reduce the risk of failure by keeping students' goals and plans simple and by selecting goals that are enjoyable to accomplish. (MN)

ED 298 336 CE 050 921

Schlueter, Jane A.; Davis, Cyndie M.
Child Development Curriculum Improvement. Course Materials for Selected Courses in a Two-Year Vocational Program in Child Development.
McLennan Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 243p.; Not available in paper copy due to colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Children; Community Colleges; *Course Content; *Course Organization; Curriculum Guides; Developmental Stages; Job Skills; *Learning Activities; Two Year Colleges; Vocational Education; Young Children
This curriculum guide contains course materials for the seven courses of the child development curriculum at McLennan Community College (Waco, Texas). The courses, which provide information on children from birth through school age, were completely revised in 1986-1987. Course titles are Introduction to Child Development, Growth and Development I (Infant/Toddler), Growth and Development II (Preschool), Growth and Development III (School-age), Discovery Learning I (Infant/Toddler), Discovery Learning II (Preschool), and Discovery Learning III (School-age). Materials included in this guide for each of the courses are the following: course description, instructor, required textbooks and reading, course objectives, evaluation methods, instructor policies, semester schedules, evaluation scoresheets, information sheets, laboratory reports, handouts, and transparency masters. (KC)

ED 298 351 CE 050 959

The Vocational Rehabilitation Program. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 11 May 88
NOTE- 84p.; Serial No. 100-47. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Employment Programs; Federal Programs; Federal State Relationship; Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Improvement; Unemployment; *Veterans; Veterans Education; *Vocational Rehabilitation
IDENTIFIERS- *Veterans Rehabilitation Act Amendments 1980

This document records the testimony and prepared statements of members of Congress, officials of the Veterans' Administration, private vocational rehabilitation experts, and representatives of veterans' groups such as the Disabled American Veterans and the American Legion at a hearing regarding the Vocational Rehabilitation Program enacted under the Veterans' Rehabilitation and Education Amendments of 1980. Some of the points made by those testifying were the following: (1) the Vocational Rehabilitation Program is understaffed, with some counselors having caseloads of almost 200 people; (2) more computerization of the Vocational Rehabilitation Program is needed; (3) the private sector does a much quicker job of rehabilitation, but with less emphasis on quality of job placement; (4) there is a lack of job placement assistance for veterans who are rehabilitated; (5) staffers are being trained to increase their efforts in job placement; (6) more effective efforts are needed, especially for those most severely disabled; and (7) help should be given more quickly than the 90 days that is usual between application and intake. (KC)

ED 298 365 CG 021 045

Barer, Barbara M.
Social Policies for Family Caregivers.
PUB DATE- Nov 85
NOTE- 15p.; Revised version of a paper presented at the Annual Meeting of the Gerontological Society (38th, New Orleans, LA, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Children; *Caregivers; Family Relationship; *Family Role; *Frail Elderly; *Government Role; Health Services; Home Programs; Human Services; Older Adults; *Public Policy; Social Support Groups

Demographic changes, changes in women's work roles, and changes in the nature of the family have increased the importance of identifying the effects of government policy on family cohesion and living arrangement decisions. The effect of public policy on the nation's largest source of caregivers, the family support system, is a key issue. While there appears to be considerable interest in promoting and fostering the ability of families to care for their aged members, there is considerable confusion about how this goal can best be accomplished. Policy recommendations which favor funding and services to families rather than promoting institutional care include ongoing funding for respite care, increased adult day health facilities, financial incentives to families, flexible work schedules, education, and advocacy. A recurrent theme in the literature addressing policy issues in providing help to older adults is the respective roles of the informal and the formal support systems. Government programs should be designed to supplement and support, rather than substitute for, family care. (NB)

ED 298 470 CS 009 326

Bauso, Jean
The Need for Prereading Instruction.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; College Students; Higher Education; Literary Criticism; *Literature; Literature Appreciation; *Reading Improvement; *Reading Strategies; Teaching Methods
IDENTIFIERS- *Prereading Activities
Prereading activities, analogous to prewriting activities, can draw on the reader's prior knowledge of the subject and make the student's reading of literature more proficient, raise the comprehension level, and make class discussions more meaningful. Some suggested prereading activities for the literature classroom include (1) making students aware of text structure; (2) working on the vocabulary they will encounter; (3) presenting some information on possibly confusing actions, characters, or setting; (4) commenting on key words, images, or themes; (5) reading aloud to students to give them a sense of the sound and flow of the language; and (6) helping them anticipate what will happen in a reading assignment. Any of this type of prior preparation enables students to have a more successful reading experience. (A guideline for preparing a preview of a reading assignment is attached.) (RS)

ED 298 532 CS 211 510

Engler, Robert Klein
Safe Sex and Dangerous Poems: AIDS, Literature and the Gay and Lesbian Community College Student.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the Annual National Literature Conference (3rd, Chicago, IL, October 14-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Authors; *College English; *Community Colleges; Higher Education; *Homosexuality; Lesbianism; *Literature Appreciation; Poetry; Poets; Social Discrimination
IDENTIFIERS- *English Teachers; Homophobia; Writing Assignments
Some of the denial and fear that accompanies homosexuality and the Acquired Immune Deficiency Syndrome (AIDS) can be dealt with by discussing the following three issues: the AIDS epidemic, the problems of gay and lesbian community college students, and finally, the teaching of literature--especially poetry. Exploring both poetry and the AIDS epidemic can make all students more aware, more human, and more sensitive. Community college teachers have the opportunity to be on the forefront of an educational campaign to inform people about both AIDS and poetry. Rather than using literature specifically about AIDS, such as Larry Kramer's play, "The Normal Heart," or novels that speak about living and dying with AIDS, it is possible to use more traditional and timeless literature as examples, such as the poetry of Elizabeth Bishop, Walt Whitman, D.H. Lawrence and others. Elizabeth Bishop's poetry, for example, is capable of bringing a new perspective to these issues. It can help accomplish the objectives of teaching something directly about the human condition and indirectly about AIDS and the lives of gay and lesbian students. (Three tables of data, one poem, one page of survey results, and 16 references are appended.) (RAE)

ED 298 547 CS 506 318

Kiewe, Amos
The College Radio Station: A Model of Experiential Education.
PUB DATE- Nov 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; *Experiential Learning; Higher Education; *Mass Media Use; Models; On the Job Training; *Radio; Speech Communication; *Student Experience
IDENTIFIERS- *Campus Radio Stations; College of Wooster OH; Media Education
An explanation of the experiential education model is presented in this paper by highlighting the strength and uniqueness of the experiential educational opportunities surrounding the campus radio station. Three perspectives are used to explain the model: structure and organization, workshop, and pedagogical philosophy. The paper utilizes experience at WCWS, the College of Wooster's (Ohio) 890 watt FM-stereo radio station, as the example for the model. The paper suggests that the management and operation of the campus radio station, practically and officially the students' domain (in this case), provides a unique opportunity to engage in experiential education that presents an immediate link between core concepts in the communication discipline and its practical aspects. The paper concludes that students can gain hands-on experience in a variety of ways, including casting programs, engineering programs, producing shows, supervising the operation of others, and acquiring managerial and communication skills. (MS)

ED 298 561 CS 506 333

Lasorsa, Dominic L.; Shoemaker, Pamela J.
Gambling with Your Health: Predictors of Risk for AIDS.
PUB DATE- Jul 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communication Research; Health; Predictive Measurement; *Predictor Variables; *Public Opinion; *Risk
IDENTIFIERS- Behavior Analysis; Health Attitudes; Health Psychology; *Risk Assessment; Risk Taking Behavior
To examine risk for Acquired Immune Deficiency Syndrome (AIDS) in terms of risk-related behaviors, and to investigate the factors that may be involved in putting one at risk, a study conducted telephone interviews with 493 randomly selected adults (18 years or older) in Austin, Texas in the fall of 1987. Respondents answered approximately 40 questions. An index of risk (defined as the extent to which an individual reported behaviors that put him or her at risk of getting AIDS) was formed from responses to five questions concerning sexual behavior, blood transfusions, and intravenous drug use over the past seven years. Other measures consisted of: "risky" attitudes toward AIDS; knowledge of AIDS; and exposure to each of three major daily news media (newspapers, and local and national television news programs). Results revealed that a majority of the variance in risk for AIDS was predicted by demographics and lifestyles, issue salience, knowledge of AIDS, and attitudes toward gambling with one's health. Significantly influencing risk for AIDS were the salience of the AIDS issue, newspaper use, and a gambling attitude. (Four tables of data and 33 references are appended.) (MM)

ED 298 295 CE 050 843

Lamberth, Edwin E.; Byler, Ben L.
Impact of Educational Reforms on Vocational Agriculture Programs in Tennessee. Research Report Series No. 11.
Tennessee Technological Univ., Cookeville. Coll. of Agriculture and Home Economics.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jul 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Advisory Committees; *Agricultural Education; *Educational Change; *Excellence in Education; High Schools; *Program Improvement; State Surveys; *Statewide Planning; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Impact Studies; *Tennessee

A study examined the impact of educational reforms on vocational agriculture programs in Tennessee. Questionnaires were mailed to all of the state's principals who had vocational agriculture programs in their high schools, agriculture teachers, and chairpersons of local advisory committees for vocational agriculture. Completed questionnaires were returned by 139 principals (72.4 percent), 131 teachers (55.7 percent), and 46 chairpersons (47.4 percent). Responses were analyzed using descriptive statistics and frequency distributions. According to the respondents, the positive impacts of national and state educational reforms outweighed the negative impacts. The reforms having the greatest positive impact included increases in teacher input into programs, tests, and materials; implementation of attendance policies; involvement of business, labor, and civic leaders in educational planning; increase in instruction in effective study and work skills; mandated curriculum guides for all subject areas; and counseling to improve students' self-esteem and achievement. The reforms having the greatest negative impact were college preparatory curricula mandated by the University of Tennessee Board of Trustees and the State Board of Regents, increased administrative and noninstructional burdens on teachers, and increases in the number of units or credits required for graduation. (MN)

ED 298 309 CE 050 866

Rural Economic Development in the 1980s. A Summary. Agriculture Information Bulletin Number 533.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Oct 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Government Role; *Policy Formation; Population Trends; *Public Policy; Rural Areas; Rural Development; *Rural Economics; *Rural to Urban Migration; *Structural Unemployment

Structural change in the economy is causing economic stress in rural America, especially in areas with a heavy dependence on agriculture, mining and energy, and manufacturing. This contrasts sharply with the 1970s, when widespread economic growth and vitality were the dominant rural themes. Rural economies in the 1980s are characterized by slow job growth and high unemployment, outmigration and reduced population growth, and underdeveloped human resources. Although public policy can facilitate community adjustment to structural economic change, there is considerable debate about the role of public policy in easing the adjustment burden for displaced people and their communities. Devising a national rural development policy involves making political choices. The interests of those affected by rural stress and structural change must be balanced against the costs and likely success of attempting a remedy. Much of the responsibility for devising and administering rural programs will fall to state governments, and the success of these problems will depend on leadership in local communities. The Federal Government's role is to foster an economic environment conducive to growth, to facilitate multistate and multicommunity approaches, and to ensure that adequate attention is given to human development programs, such as education and training. (KC)

ED 298 380 CG 021 061

Black, Mary Kathryn; Best, Deborah L.
Relationship between Men's and Women's Religious Views and Sex-Typing.
PUB DATE- Mar 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Androgyny; *Beliefs; *Empathy; *Religion; Religious Factors; *Sex Differences; *Sex Role
Although few psychological studies which include religion as a variable discriminate among the religious, those for whom religion is important differ in their theological orientation and consequently reflect diverse viewpoints. This study was conducted to make such a discrimination in order to assess the relationship of religious orientation and concern for others with gender and sex-typing. Fifty male and 50 female subjects completed a variety of religious measures in addition to measures of empathy, guilt, and sex roles. Responses to the Personal Attributes Questionnaire were used to classify subjects as androgynous, masculine, or feminine. The results revealed that male subjects showed less religious concern and had lower scores on measures of empathy and other variables which assessed orientation toward others than did female respondents. For traditional males, a sex-stereotypic self-description was found to be related to fundamentalist religious beliefs. These males also scored lower on measures that reflected concern for others than did any of the other sex-typing groups. Various aspects of an evangelical/fundamentalist worldview were also negatively associated with several measures that reflected an orientation to others. The findings suggest that religious views and concern for others are related to gender and to self-perceptions of masculinity and femininity. (Ten tables are appended.) (NB)

ED 298 517 CS 211 484

Spandel, Vicki
Writing Skills: Report 1. Assessing Student Progress in the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 57p.; For other student progress assessment reports, see CS 211 485-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; State Standards; *Student Evaluation; *Writing Evaluation; *Writing Skills
This report provides suggestions on how a language arts writing skills assessment program could be structured to ensure that school districts in Oregon carry out the intent of state standards. The report includes: (1) a list of common curriculum goals that relate to writing; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable and ideal assessment practices at the classroom and district levels; (4) a bibliography of writing assessment resources available in Oregon; and (5) sample writing assessment tools and procedures. (RS)

ED 298 620 EA 020 279

Smart, Don
Reversing Patterns of Control in Australia: Can Schools Be Self-Governing?
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Centralization; *Decentralization; Educational History; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Government School Relationship; Institutional Autonomy; Intermediate Administrative Units; *Organizational Change; Regional Cooperation; State School District Relationship; Statewide Planning; Vertical Organization
IDENTIFIERS- *Australia
Historically, in sharp contrast with the United States, the Australian state systems of public education have always been extremely centralized and hierarchical in structure. While these highly centralized systems served the sparsely populated Australian states well during the early years of this century in providing universal free education and promoting equality of opportunity, many feel that this highly bureaucratized system has become obsolete. Yet only in the 1980s have any of the Australian state education systems undertaken efforts toward decentralization. The most potentially far-reaching efforts are currently underway in Victoria and Western Australia. In Victoria, however, the major efforts to restructure the educational system in 1983-84 to provide for greater local control have since given way to a "corporate management and efficiency movement" which is restoring strong central control. In Western Australia, moves toward devolution of power are more recent, and no specific structure has been proposed for school-based decision-making groups. Hence it is too early to tell whether the movement toward self-governing schools will be successful. Experience to date suggests, on the whole, that the movement toward self-government in Australian schools will be a long evolutionary process, in which reversals toward centralized control will be frequent. (TE)

ED 298 635 EA 020 304

Issues in Pupil Transportation.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-49-5
PUB DATE- 87
NOTE- 101p.
AVAILABLE FROM- Publication Sales, ASBO International, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($14.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; Administrators; Budgets; Bus Transportation; Community Organizations; Disabilities; Discipline Problems; Elementary Secondary Education; Public Schools; *School Buses; *School Districts; *Student Transportation; *Supervisors; Taxes; Traffic Safety

The primary purpose of this book is to present the critical issues in pupil transportation that will confront pupil transportation supervisors in local school districts. The following issues are discussed: (1) demands for extended service from community pressure groups; (2) reductions in budget requests by governing bodies; (3) unrest among driver personnel; (4) declines in the purchasing power of tax dollars; (5) rapid turnover among school bus drivers; (6) increases in the number of on-board disciplinary problems; (7) the National Safety Program Standard 17; (8) school bus accident reports; (9) transporting the handicapped child; and (10) evaluation of the seat belt issue. Appended are the preservice training program, pupil bus behavior report form, daily pretrip inspection form, uniform school bus accident report form, school bus rider's guide, school bus driver application form, and a physical examination of driver form. (SI)

ED 298 651 EA 020 327

Moral Education in the Life of the School. A Report from the ASCD Panel on Moral Education.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-152-6
PUB DATE- Apr 88
NOTE- 48p.
AVAILABLE FROM- Publications, Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314-2798 (Stock No. 611-88038; $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Curriculum; Discipline; Elementary Secondary Education; *Ethical Instruction; *Ethics; Family School Relationship; *Moral Development; *Moral Values; Public Schools; Teacher Role
This a report from the Association for Supervision and Curriculum Development (ASCD) Panel on Moral Education. Topics discussed include the following: (1) why moral education now; (2) morality and religion; (3) what is moral education; (4) moral education in the social context; (5) characteristics of the morally mature person; (6) the teacher as a model; (7) discipline; (8) curriculum; (9) classroom as a community; (10) home-school partnership; and (11) issues and recommendations. A list of the panel members and 49 references are included. (SI)

ED 298 267 CE 050 764

Noll, Cheryl L.; Emerson, Tricia M.
Adult Education in the Soviet Union.
PUB DATE- 28 Sep 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Literacy; *Correspondence Study; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Financial Support; Foreign Countries; Government School Relationship; Higher Education; *Independent Study; Literacy Education; *Nonformal Education; Open Universities; *Political Socialization; Postsecondary Education; Program Administration; *Program Content; Two Year Colleges; Vocational Education
IDENTIFIERS- *USSR

Soviet adult education has a fourfold purpose. Adult education is a channel by which adults complete their secondary education, a means to upgrade occupational skills, a means of obtaining the skills needed to make a career change, and a vehicle for eliminating class distinctions. Forty-five percent of all participants in Soviet adult education are over 35 years of age (full-time education is restricted to those under the age of 30). Correspondence courses are the most popular form of adult education. Other popular programs are the people's universities (which are similar to Western junior colleges), the Likbeze (a literacy program that provides literacy courses targeted toward adults and produces educational literature), on-the-job training, and self-education. The predominant form of adult education is political instruction, with courses arranged by employers and local houses and clubs of political education. Although not legislatively required, adult education is avidly encouraged by the Soviet government. Major issues affecting Soviet adult education are the conflict between creativity and tradition, the scarcity of labor resources, outside threats of capitalism, and inadequate school administration. Twenty-one references are listed. (MN)

ED 298 281 CE 050 784

Schill, William J.; And Others
Five Transition Policy Studies Including Pertinent Literature Synthesis. Project TROPHY. Transition Research on Problems of Handicapped Youth.
Washington Univ., Seattle. Coll. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 88
NOTE- 120p.; For related documents, see CE 050 783-785.
CONTRACT- 300-85-0174
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Disabilities; *Educational Policy; *Education Work Relationship; Individualized Education Programs; Job Development; *Job Placement; Literature Reviews; Needs Assessment; *Personnel Policy; Policy Formation; Secondary Education; Work Experience Programs
IDENTIFIERS- Individual Transition Plans
The first of five studies in this monograph, "Transition Policies for Youth with Disabilities: Now a Question of Implementation" (Joseph Stowitschek), presents results of a study to determine priority areas for policy analysis among the issues identified in the literature on the school-to-work transition of individuals with disabilities. "Transitional Planning Methods and Progress: A National Study" (Stowitschhek, David Brown) describes a study to provide a base of information on formal transition plans of state agencies responsible for educational, transitional, and adult services for handicapped persons. "Are We in Danger of Making the Same Mistakes with ITPs as Were Made with IEPs?" (Stowitschek, Cheryl Kelso) examines the problems of individual education plan (IEP) use, compares it to the developing use of individual transition plans (ITPs), and recommends policy and procedural changes and research directions. "Washington Job Development Strategies Survey" (Robert Williams; Stowitschek) describes a survey of directors and job developers of rehabilitation programs to obtain information regarding perceptions and practices in their efforts to place developmentally disabled people in supported work situations. "Administrator's Perceptions of Early Work Experiences for Youth with Mild Disabilities" (Stowitschek) describes a preliminary inquiry into administrative and personnel conditions that could influence the enhancement of work experiences. (Fifty-two references are listed.) (YLB)

ED 298 323 CE 050 888

Fennimore, Todd F.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 88
NOTE- 168p.; For other guides in this series, see CE 050 879-889.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700DP01--$13.25).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Change Strategies; Classroom Techniques; *Dropout Prevention; *Dropout Programs; Dropouts; *Educational Change; Helping Relationship; High Risk Students; *Integrated Activities; Intervention; Learning Activities; Potential Dropouts; *Program Development; Program Implementation; Secondary Education

This guide explores ways that schools can put the idea of integrating educational and community support for dropout prevention to work in the school and community. Part 1, "Implementing a Plan for Restructuring the School," recommends the formation of a task force to involve the community and school staff from the start. It also describes the integrated learning environment (ILE) that is at the heart of the effective plan of action. Part 2, "Generating Strategies To Create an Integrated Learning Environment," suggests strategies that schools can adopt or adapt to implement their notions of the ILE within their schools. Both schoolwide and classroom-based interventions are discussed and illustrated. Schools may tailor these interventions to their local conditions. Four chapters in this part explore ways that schools can manipulate school-level factors related to dropping out--reducing truancy, providing alternative school schedules, examining school policies that affect retention, and improving school climate. The rest of part 2 focuses on the events in the classroom that are indicative of an ILE. They include increasing educational relevance, changing teacher roles, creating a career-focused curriculum, providing for success, and monitoring progress. A list of 236 references concludes the guide. (YLB)

ED 298 395 CG 021 076

Substance Abuse Prevention Education. Special Topic Curriculum Resources Packet.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 88
NOTE- 89p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary School Students; *Elementary Secondary Education; *Prevention; Secondary School Students; State Curriculum Guides; *Substance Abuse

This curriculum resources packet provides the most current information available in substance abuse prevention education. Its stated purpose is to assist schools in combating the problem of substance abuse through effective prevention/education programs. These topic areas are discussed: (1) drugs and their effects; (2) continuum of drug use; (3) at-risk students; (4) implications for education; (5) how schools can respond; (6) a model program which includes school programs, community involvement, human resources, and parent components; (7) planning; (8) curriculum; (9) effective drug policies; and (10) self-assessment checklist. The appendix includes discussions of suicide, characteristics of effective drug abuse prevention programs and speakers, and a questionnaire for teacher assessment of prevention programs within schools. (ABL)

ED 298 410 CG 021 091

Coleman, Marion Tolbert
The House That Children Built.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 88
NOTE- 27p.
AVAILABLE FROM- Hogg Foundation for Mental Health, University of Texas, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; Counseling Services; *Emotional Disturbances; Family Problems; *Infants; Intervention; *Mental Disorders; Parent Child Relationship; Parenting Skills; Psychotherapy; *Residential Programs; *Young Children
Casa de Esperanza, Incorporated, is a program which provides residential care to severely disturbed children, ages birth to 6 years. The philosophy of the program is to provide care to the disturbed child and counseling to the parents so that the child may return to the parental home once the crisis is past. The children are cared for in shelter houses with an emphasis on emotional attachment to the caregivers and consistency of caregiving. Casa staff attempt to build long-term relationships with the children which will continue after the children are reunited with their families. The ultimate goal of the program is to provide a continuum of care that can take the most disturbed child through a series of decreasingly structured environments to a point at which the child can function in a setting as close to normal as possible. Components of the program include parent/after care services, psychological services, the developmental center, the therapeutic nursery, medical clinic, foster homes, and therapeutic foster care. (The booklet contains vignettes describing the staff and particular children.) (ABL)

ED 298 455 CS 009 306

Elley, Warwick B.
New Vocabulary: How Do Children Learn New Words? Item 10, SET: Research Information for Teachers. Number One 1988.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; *Oral Reading; Reading Research; Silent Reading; *Vocabulary Development; Word Recognition
IDENTIFIERS- New Zealand
The prevailing assumption underlying practice in the classroom is that children acquire most of their new words from context during silent reading. The trouble with learning from silent reading is that many pupils do not read widely or quickly enough. Reading aloud to children will, however, allow them to participate in activity that they all can share in, and if some vocabulary acquisition also occurs at this time, then the less avid silent readers may well learn as much vocabulary as the enthusiastic ones. A study (with 188 children in all) was undertaken in New Zealand to explore (1) how much new vocabulary children learn from context while listening to stories; (2) how much difference it made if the teacher discussed the new word in passing; (3) whether the learning was permanent; and (4) how much the weaker readers learned relative to the good ones. Two new books were chosen (with a range of difficult words) and read to students--one with discussion and one without. Students were then given a posttest a week later. Findings indicated that much vocabulary acquisition does occur during the enjoyable experience of listening to suitable stories read aloud to the class and that teachers' explanations add substantially to the level of acquisition. Findings also showed that the lower ability children learn as many words, or more, than the bright children, and that the learning is long-term. (MS)

ED 298 471 CS 009 329

Nagy, William E.
Teaching Vocabulary To Improve Reading Comprehension.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-5238-4
PUB DATE- 88
NOTE- 52p.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52384-015, $4.95 member, $7.50 nonmember--ISBN-0-8141-5238-4); International Reading Association, PO Box 8139, 800 Barksdale Rd., Newark, DE 19714-8139 (No. 151, $4.95 member, $7.50 nonmember--ISBN-0-87207-151-0).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Reading Comprehension; Reading Research; Reading Skills; Teaching Methods; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Prereading Activities
Based on the best available research, this publication describes the most effective methods of vocabulary instruction for the improvement of reading comprehension. Examples of useful approaches to vocabulary instruction aimed at students past the initial stages of reading are presented for use or adaptation by classroom teachers. The publication's main emphasis is on the use of prereading activities, but the primary purpose is to provide the teacher with a knowledge of how and why vocabulary-related activities can be chosen and adapted to maximize their effectiveness. Sections of the publication discuss: (1) reasons for failure of vocabulary instruction; (2) partial word knowledge; (3) problems of traditional methods of vocabulary instruction; (4) efficiency of vocabulary instruction; and (5) the trade-off between effective instruction and incidental learning. (Fifty-five references are appended.) (RS)

ED 298 487 CS 211 452

Peterson, Jane W.
A Study of the Coorientation of High School Principals, Journalism Teachers, and Local Newspaper Editors in Selected Iowa Communities.
PUB DATE- Jul 88
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editors; High Schools; High School Students; *Journalism Education; *News Media; *Principals; *School Newspapers
IDENTIFIERS- Iowa; Journalism Research; Local Media; Partnerships in Education

A study investigated the extent to which high school journalism teachers, principals, and local newspaper editors in selected Iowa communities have a common understanding of each other and the issues of high school journalism. A questionnaire sent to 187 newspaper editors, high school principals, and journalism teachers was returned by 118 respondents. The questions were constructed to prompt responses on the value of high school journalism, the rights and responsibilities of the high school journalist, and the roles of partners in high school journalism partnerships. Results indicated that principals and editors are in agreement on the issues of the value of high school journalism, the rights and responsibilities of the high school journalist, and the roles of high school journalism partnerships. Teachers were found to value high school journalism more highly than do the principals or editors. All three groups agreed on the role of journalism partnerships. (Twenty-one tables of data and three figures are included; 25 references are attached.) (RS)

ED 298 502 CS 211 468

Hartmann-Hayes, Erika
Value Judgments in American English.
PUB DATE- Oct 88
NOTE- 10p.; Paper presented at the Annual Meeting of the City Colleges of Chicago Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; *Females; Higher Education; *Language Usage; Self Esteem; *Sex Bias; *Sex Stereotypes; *Value Judgment
IDENTIFIERS- Identity Formation; Professional Concerns
Like the language of any group in American society that struggles for an identity, the language or dialects used by women in higher education, must be studied, researched, and represented within the curriculum, notably within the literary curriculum. A group's behavior, and often its self-esteem, is expressed within the constraints of the group's language. Women in higher education are no exception. To argue for the restructuring of American English would be ridiculous and absurd. The intent should not be to "desex" language so much as to make those persons who work in an environment of higher education aware that language units should be added to disciplines or curricula in order to contribute to women's self-esteem rather than detract from women's sense of self. It is the use of neutral terms which treat individuals of both sexes with dignity and respect that should be stressed. (RAE)

ED 298 576 CS 506 348

Feldman, Andrew
Selling the "Electrical Dream" in the 1920s: A Case Study in the Manipulation of Consciousness.
PUB DATE- Jul 88
NOTE- 65p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; Case Studies; *Electricity; *Mass Media Effects; Mass Media Role; Media Research; *Persuasive Discourse; Popular Culture; *Public Opinion; *Public Relations; Technological Advancement
IDENTIFIERS- Advertising Effectiveness; Historical Background; Media Business Relationship; *Media Campaigns; Media Ethics; Media History; Trade Associations
To illustrate the relevance of critical communication history and theory to media ethics, this paper examines a crucial episode in the history of public relations: the American electrical industry's cooperative advertising and public relations efforts in the 1920s to sell the "electrical idea" to consumers. The paper first enumerates some of the social, economic, and political consequences of electrification, such as strip-mining, pollution, and the near-complete dependence on electricity and electrical technology. The main body of the paper, "Selling the Electrical Idea in the 1920s" traces how electrical manufacturers, contractors, dealers, and utility companies--working through a network of 14 major national trade associations and hundreds of sectional, state, and local affiliates--produced advertisements, news stories, editorials, magazine features, speeches, exhibitions, films, radio programs, and window displays which fixed the "electrical idea" into public consciousness. The paper also examines trade association literature, technical publications, and corporate records revealing the factors which electrical leaders identified as constraints on the industry's expansion and, in turn, the advertising and public relations strategies which were formulated to eliminate those impediments. (Seven figures and 67 endnotes are included.) (SR)

ED 298 605 EA 020 220

Meehan, Merrill L.
Building Level Staff Development Led by the Principals.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 73p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Classroom Techniques; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Management Development; *Principals; *Staff Development; Teacher Improvement; Workshops
IDENTIFIERS- *Facilitators
Besides spotlighting education and influencing agencies' intervention in the educational processes, the recent reform movement has focused attention on all educational actors and called for increased accountability for teachers and administrative staff, including principals. While researchers disagree on the degree of instructional leadership required of principals, even the harshest critics of school effectiveness research conclude that staff development is a vital dimension of effective schools. This study focuses on staff development aspects of building principals' instructional leadership and addresses (1) whether training session content could cut across all school levels; (2) whether this content could be taught to principals; (3) whether principals would use the content in training sessions; and (4) how well they could teach it. (The expectation was that all of this was possible.) In fact, all the principals in two school districts in two different school years were taught to be the change facilitators of classroom organization and management content, using materials developed by the University of Texas (Austin). When tested, principals showed significant gains in their knowledge of classroom management principles and proficiency in facilitating use of new materials. Teachers also showed significant gains in their classroom management knowledge. Included are numerous figures and tables, a summary, 18 references, and 2 appendices describing workshop training activities and the project's phases. (MLH)

ED 298 439 CS 009 283

Samuels, Joann Nunez
An Annotated Bibliography of the Literature Focusing on Practices and Teaching Strategies in Reading Comprehension.
PUB DATE- Jul 88
NOTE- 44p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; Schemata (Cognition); *Teaching Methods
This annotated bibliography lists research on current practices and selected new practices in the teaching of reading comprehension. The introduction states the problem, the purpose of the study, its organization and limitations, and includes a glossary of terms. The 29 annotations are in two broad categories: research dealing with classroom observations, and research on teaching strategies. The annotated entries on teaching strategies concentrate on three main areas: (1) schemata processes; (2) linguistic/reasoning skills; and (3) attentional/processing factors. The summary reviews this research briefly, drawing conclusions and recommendations. A 32-item bibliography concludes the work. (SR)

ED 298 562 CS 506 334

Henry, Susan
In Her Own Name? Public Relations Pioneer Doris Fleischman Bernays.
PUB DATE- Jul 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). This paper contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biographies; *Females; Feminism; Professional Recognition; *Public Relations; Sex Bias; United States History; Womens Studies
IDENTIFIERS- *Bernays (Doris Fleischman); Partnerships; Twentieth Century History
The first married woman to be issued a United States passport (1925) in her maiden name Doris E. Fleischman and her husband, Edward L. Bernays, maintained a partnership in one of the country's premier public relations firms until Fleischman's death in 1980. Yet although Bernays received tremendous popular, trade, and scholarly media attention, little notice was given to Fleischman, despite her high visibility at varying times in her life. Her retention of her maiden name following her marriage led to periodic newspaper stories. She was interviewed many times on subjects related to public relations and women's paid work, and she published several long articles in magazines such as "Ladies' Home Journal," "McCall's," and "American Mercury," as well as contributing to books. In addition, in 1928 she compiled and edited a book, "An Outline of Careers for Women: A Practical Guide to Achievement," and in 1955 she published a semi-autobiographical book on women's roles, "A Wife Is Many Women," both of which sold well and were extensively publicized. Her media visibility extended through the 1970s, when she and her husband continued public relations consulting and advocated such causes as pay for housewives and accelerated advancement for women working in the media. Her 1980 "New York Times" obituary described her as "an enthusiastic feminist." (One hundred and forty-four footnotes are appended.) (MM)

ED 298 253 CE 050 700

Quigley, B. Allan
A Conceptual Framework and Proposed Taxonomy for Social Policy Research on Participation in Adult Education.
PUB DATE- Jul 88
NOTE- 11p.; Paper presented at the Trans Atlantic Dialogue Conference (Leeds, England, July 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; *Educational Philosophy; *Educational Policy; Educational Practices; Models; *Participant Characteristics; Postsecondary Education; *Public Policy; *Social Control; Social Environment; Social Influences; Student Characteristics; Student Recruitment; Vocational Education
Although a considerable body of research has been developed in recent years on participation in adult education, little has been done from the standpoint of social policy and its impact on participation. To assist investigation of this aspect of participation, three social policy models are presented: market models, progressive-liberal-welfare models, and social control models. The models can be linked to three adult education streams of practice: the vocational, liberal/liberatory, and social reconstruction streams. They can also be linked to sociological theories on a continuum from structural functionalism to conflict theory. A taxonomy of mechanisms found in policy within each social policy model is proposed, and a number of participation research issues for future investigation on this issue are suggested. (Author/KC)

ED 298 337 CE 050 923

Rothstein, Frances R.
A Status Report on Displaced Homemakers and Single Parents in Texas.
Displaced Homemakers Network, Washington, DC.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Apr 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Displaced Homemakers; Early Parenthood; *Educational Attainment; *Employment Level; Federal Programs; Females; *One Parent Family; Postsecondary Education; *Poverty; Secondary Education
IDENTIFIERS- *Texas
This report provides information on the age differences, demographic characteristics, employment status, poverty status, and educational status of displaced homemakers and single parents in Texas. These statistics are summarized in 26 tables or graphs that break down the data by variables. The study concludes with implications for program design in the areas of employment programs, education programs, vocational education, employment policy, program development, and child care. Some of the findings represented are as follows: (1) two-thirds of the more than 646,000 displaced homemakers in Texas are 55 or older and nearly three-quarters are widows; (2) one-fourth have minor children at home; (3) 47 percent are below the poverty level, and 65 percent have insufficient incomes; (4) over three-fifths over the age of 19 have less than a high school education; (5) 60 percent of the 199,710 single parents in Texas are under age 35, and 20 percent are under 25; (6) over four-fifths are employed full-time; (7) nearly three-quarters have insufficient income; and (8) 54 percent of single parents over 20 have completed high school. (KC)

ED 298 352 CE 050 961

Mosley, Melva Wilson
Increasing Third Graders' Knowledge of Career Possibilities through Structured Learning Activities.
PUB DATE- 88
NOTE- 114p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Career Awareness; *Communication Skills; *Curriculum Development; Grade 3; Information Utilization; *Learning Activities; *Occupational Information; Primary Education; *Work Environment
IDENTIFIERS- *Structured Activities
A practicum project was undertaken to develop and implement a career education program that would introduce third graders to career opportunities. The setting for the project was an industrial city in the Midwest. The goals addressed in the set of structured activities developed were to: (1) increase third graders' awareness of career opportunities; (2) help students understand and appreciate the responsibility that workers have to their communities; (3) help them develop better communication skills; (4) help them identify appropriate learning skills for various occupations; and (5) encourage students to read about various careers. A variety of 30-minute activities were developed to accomplish these goals during the 10-week program. The following were among the types of activities developed for the project: role playing, tours of local businesses, compilation of career scrapbooks, book reports on supplementary reading materials, guest speakers, development of career booklets, and parent inservice sessions. Most of the students involved in the project were able to demonstrate a knowledge of at least 80 percent of the questions included on the project posttest. (MN)

ED 298 366 CG 021 046

Barer, Barbara M.; Johnson, Colleen L.
Nonmedical Factors in Elderly Outpatient Care--The Relationship between Formal and Informal Support Systems.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Health Services; *Older Adults; *Social Support Groups; Use Studies
An ongoing project is being conducted in San Francisco, California to study the social and psychological factors among the elderly which influence their utilization of outpatient health services. A preliminary study of the project explored associations between the informal support network and the formal social support system as they converged in the delivery of outpatient services. Objective, subjective, and observational data were collected on 100 patients aged 65 years and older who were drawn from four major hospital clinics in the city. Patient medical records were examined and interviews were conducted with outpatients and with clinic staff. An initial assumption that latent social needs would be a significant factor in predicting high rates of clinic use was not supported. In fact, those elderly with better social supports were more likely to go to the clinic for non-serious complaints. Findings suggest that comprehensive socially-oriented outpatient care may forestall hospitalization or reduce the number of hospitalized days. Thus the possibility is suggested that a setting which encourages use ultimately might be more economical. Current research is underway to identify linkages between the informal and formal networks in order to establish those situations in which the formal system in health care settings complements the informal system and those in which it substitutes or compensates for deficiencies in the informal system. (Author/NB)

ED 298 425 CG 021 107

Karp, Ellen
The Drop-Out Phenomenon in Ontario Secondary Schools. A Report to the Ontario Study of the Relevance of Education and the Issue of Dropouts. Student Retention and Transition Series.
Goldfarb Consultants.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3748-6
PUB DATE- 88
NOTE- 302p.; The other reports in this series, see CG 021 108-109.
CONTRACT- 1086-ON04526
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada, M7A1N8 ($10.50 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; *Dropout Research; Family Influence; Foreign Countries; School Role; Secondary Education; *Secondary School Students
IDENTIFIERS- Ontario
This document reports on a study which examined the causes, manifestations, and prevention of the student dropout problem in Ontario's secondary schools. The methodology and analyses of the three-part study are briefly reviewed in the introduction. Data was gathered by means of focus group sessions plus a province-wide telephone survey using four questionnaires directed to: dropout/graduates; parents; teachers; and employers. The report opens with an overview which highlights the major findings of the three phases of research and makes recommendations based on these findings. The major part of the report consists of detailed findings from the quanitative phase of the study. Part One, a profile of the dropout, presents a demographic profile; ethnic and language data; perspectives on the dropout's family background; perspectives on the family's influence; and goals, aspirations, and value orientations. Part Two examines the dropout and the school system and contains sections on teachers; parents; school subjects; academic and performance evaluations of dropouts and graduates; school history; grade levels; early identification; program divisions; and attitudes about the school system. Part Three considers the issue of dropping out, looking at the year and grade of the dropout; the decision to leave school; reasons for leaving; teacher views; and the future after dropping out. Part Four presents information on the student who drops back into school after dropping out. Part Five considers ways to keep potential dropouts in school and looks at dropouts' own suggestions for changing the system. The appendix contains selected verbatim responses to study questions and the questionnaires used in the research. (NB)

ED 298 518 CS 211 485

Spandel, Vicki
Speaking Skills: Report 2. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 53p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; Speech Communication; *Speech Skills; *Speech Tests; State Standards; *Student Evaluation
This report provides suggestions on how a language arts speaking skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of common curriculum goals that relate to speaking; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of speaking assessment sources; and (5) sample speaking assessment tools and procedures. (RS)

ED 298 533 CS 211 512

Taylor, Caroline, Ed.
American Literature.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Sep 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Interviews; *Literary Criticism; *Literary History; Novels; Short Stories; Twentieth Century Literature; *United States Literature
IDENTIFIERS- Bellow (Saul); Brooks (Cleanth); Dickinson (Emily); Emerson (Ralph Waldo); National Endowment for the Humanities; Twain (Mark); Welty (Eudora); Whitman (Walt); Wilson (Edmund)

Published bimonthly by the National Endowment for the Humanities, this edition of "Humanities" focuses on issues in American literature. Articles and their authors consist of: (1) "Conversations about Literature" (an interview with Cleanth Brooks and Willie Morris about writing and writers in America); (2) "The Spine of Literature" (an interview with Eudora Welty and Cleanth Brooks); (3) "The Look of American Literary Seriousness" (Stephen J. Donadio); (4) "Making an American Culture (S. A. Spitz); (5) "Fathoming Mark Twain" (Joanna Biggar); (6) "The Fig Tree's Lessons" (Kristen Hall); (7) "Stringing Lariats" (Caroline Taylor); (8) "Bellow's New World Babylon" (Ellen Pifer); (9) "The Rise of American Literature Studies" (James Turner); (10) "America: A Reading" (Ellen Marsh); and (11) "Letters from London" (Joseph H. Brown). (MM)

ED 298 548 CS 506 319

Kane, Peter E.
Equal Time for "Creation Science": A Freedom of Communication Issue?
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Freedom; *Biblical Literature; Christianity; Civil Liberties; *Creationism; Elementary Secondary Education; *Evolution; *Freedom of Information; *Freedom of Speech; Mythology; Public Schools; Science and Society
IDENTIFIERS- *Equal Time Doctrine
When the Supreme Court struck down a Louisiana law that required public schools to give "equal time" to "creation science," an apparent contradiction was created because groups that traditionally supported the defense of civil liberties in general and freedom of expression in particular seemed to support a position designed to limit rather than expand the free flow of information. To look at this contradiction it is necessary to further understand the concept, "creation science." There are two types of literature in "creation science": (1) the type that attacks and criticizes the concept of evolution, and which misstates scientific principle or fact; and (2) the type that presents the principles of "creation science" and its two basic principles--that the universe is 6,000 years old and that there was the sudden appearance of species. A review of this literature and an understanding of the nature of the scriptures provide the foundation for dealing with the apparent inconsistency of supporting both freedom of expression and the decision of the courts finding the Louisiana (and Arkansas) equal time law unconstitutional. While the stated purpose of the legislation was to promote academic freedom by offering a greater diversity of views and information, the reality behind the legislation was quite different. The equal time concept is nothing more than an attempt to suppress the teaching of evolution or at least to advocate the teaching of a sectarian religious dogma also. (One figure and 18 notes are included.) (MS)

ED 298 590 CS 506 362

Aitken, Joan E.; Palmer, Rodger D.
Selecting a Q Sample: A Study of Communication Types among Students, Faculty, and Administrators in Higher Education.
PUB DATE- 22 Oct 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Institute of the Study of Subjectivity: The International Q Conference (Columbia, MO, October 22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; Higher Education; Interpersonal Communication; Methods Research; Organizational Communication; *Q Methodology; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *Q Analogies
A study explored issues regarding the selection of a Q sample in three studies using Stephenson's Q technique or Q methodology: a current study on initial interaction in interpersonal communication; a second study on the effects of alcohol use on interpersonal communication (these two studies are in progress and are the outgrowth and work of two classes in interpersonal communication); and a third study on a completed project about the nature of communication patterns in colleges and universities. By looking at a completed Q sort, some of the problems that arose in the sample can be examined. Several basic methodological decisions regarding the selection of a Q sample are considered: (1) how the statements for a Q concourse will be collected; (2) whether a pleasure-unpleasure (agree-disagree) balance to the sample will be imposed; (3) whether the statements evoke imagery and meaning; (4) whether a theoretical structure will be imposed; (5) how statements will be modified or rewritten; and (6) whether the Q sort will be tested and statements that provide little information will be omitted. Results support theories stating that communication channels in formal organization follow vertical and horizontal channels but do not indicate whether these channels of communication are a result of a mixture of types of communicators found in an organization or the communication style of an organization. (Two tables of data, 24 references, and four appendixes of statements are attached.) (RAE)

ED 298 652 EA 020 328

Frey, George T.
Institutional Cooperation: The Role of the Federal, State, and Local Education Agencies in Addressing the Educational Problems of the Pacific Region.
PUB DATE- Jul 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Teacher Training Institute for the Pacific Region (San Diego, CA, July 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Community Support; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; *Institutional Cooperation; Public Schools; School Demography; State School District Relationship
IDENTIFIERS- *California

A concerted effort to pool resources and coordinate work by federal, state, and local educational agencies will be necessary to overcome the fragmentation that is occurring due to the current climate of changing demographics, increasing illiteracy, and the social effects of minorities in our schools. California has shown major changes in the population that is currently enrolled in the public school system, with a new influx of people from Asian countries, areas of South and Central American, and some midwestern states. The implications, if these citizens do not attain a certain level of literacy, will be far-reaching for the entire society. These persons will be locked into dead-end jobs. Citing the current difficulty of obtaining first language instruction, a call is made for increased efforts to fully train teachers who can carry out a program for these minority students. A call is also made for the restructuring of the entire school system, using district and staff support and collaboration. In conjunction with the restructuring, an effort must be made to work with teacher training institutions so that strategic planning can begin to identify what skills will prepare teachers to meet tomorrow's challenges. In addition, cities must begin to work in partnerships with private business/industry persons to review the status of education to make recommendations that begin to solve this problem. Forty-two references are appended. (LMS)

ED 298 296 CE 050 844

Bright, Barry
Adult Development, Learning and Teaching. Newland Papers Number Twelve.
Hull Univ. (England). Dept. of Adult and Continuing Education.
REPORT NO.- ISBN-0-85958-081-4
PUB DATE- 86
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Development; *Adult Education; *Adult Learning; *Developmental Stages; *Educational Theories; Foreign Countries; *Learning Theories; Lifelong Learning; Models; Postsecondary Education; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Contingency Models
Numerous models have been developed to analyze the relationship between adult education, adult learning, and adult development. Squires' contingency model postulates that the how of teaching is determined by the nature and characteristics of the participants (the who), the content (the what), and the setting (the where) in which teaching takes place. In contrast, the noncontingency model postulates that, irrespective of the aforementioned factors, teaching must adhere to fundamental principles or laws relating to the nature of learning itself. The noncontingency model is the basis for four schools of thought regarding education: the behavioristic, cognitive, information processing, and humanistic approaches. Two metaphysical models of development and learning--the mechanistic and organismic models--have also been used to explain the sources of human motivation to change and learn. These models have in turn given rise to many models and theories of adult development and learning. (This document examines the following models: the biological, growth, maturational model; the stability model; the decrement-stability model; the ordered change model; the dialectical model; the contextualist-aleatory model; the life span development model; and the adaptive model of adult cognition.) (MN)

ED 298 310 CE 050 874

Special Student Populations in Vocational and Technical Education. Private Sector Involvement in Vocational and Technical Education. Analysis of Distribution of Funds for Secondary and Postsecondary Vocational Education.
South Carolina State Council on Vocational and Technical Education, Columbia.
PUB DATE- Jun 88
NOTE- 28p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Educational Policy; Financial Support; *Individual Needs; Policy Formation; Postsecondary Education; *Resource Allocation; *School Business Relationship; Secondary Education; *State Action; Statewide Planning; *Technical Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *South Carolina; Special Needs Students

After analyzing the needs of special student populations in vocational and technical education in South Carolina, private sector involvement in vocational and technical education, and the distribution of funds for secondary and postsecondary vocational education in the state, the South Carolina Council on Vocational and Technical Education developed the following recommendations. Efforts to serve special population groups outlined by the Carl D. Perkins Vocational Education Act of 1984 should be continued. The Office of Vocational Education should analyze the declining handicapped enrollment and find ways of rectifying the situation. Greater marketing efforts should be directed toward special population groups. The State Board of Education should revise its guidelines for the involvement of advisory committees in vocational and technical education and should establish some process for ensuring that active use is indeed made of local advisory committees and/or councils. The current ratio of expenditures of federal funds for vocational education between secondary and postsecondary vocational education programs should be maintained at essentially the same level and in the same manner. (MN)

ED 298 381 CG 021 062

Moore, Charles H.; And Others
Sex Differences on Attitudes towards AIDS among College Students.
PUB DATE- Mar 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; *Beliefs; *College Students; *Fear; Higher Education; Knowledge Level; Risk; *Sex Differences; Sexuality; *Student Attitudes
If acquired immune deficiency syndrome (AIDS) becomes more widespread in the heterosexual population, college students, because of their single status and life style, will be at special risk. This study examined the attitudes of 226 college students toward persons with AIDS, their feelings about AIDS victims, their ideas on what to do about AIDS victims, and whether or not the awareness of AIDS has led to changes in their sexual behavior. The overall findings generally supported the idea that females were much more sensitive than males towards AIDS victims and were more willing to interact with AIDS victims. Females were also more likely than males to have changed some of their sexual practices, while both males and females did not see themselves at risk for AIDS. Approximately 80% of all subjects agreed that a national screening program for AIDS was necessary. Forty-two percent of males and 31% of females felt that isolation of AIDS victims/carriers in camps or colonies would be justified if AIDS ever reached epidemic proportions in the heterosexual population. Thirteen percent of males and seven percent of females endorsed the idea that termination of AIDS patients would be warranted to stop the spread of AIDS if the disease reached epidemic proportions in the heterosexual population, while an additional 25% of respondents responded with "no opinion" to this question. The findings suggest that AIDS is poorly understood and, in order to decrease the possibility of fear and panic, a widespread, simple, direct, immediately available educational program is needed. (NB)

ED 298 396 CG 021 077

Elings, Joette Renee
The Effects of Parenting Styles on Children's Self-Esteem: A Developmental Perspective.
PUB DATE- May 88
NOTE- 47p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; *Child Rearing; *Children; Developmental Stages; Discipline; *Individual Needs; *Parent Child Relationship; Parent Influence; Parenting Skills; Power Structure; *Self Esteem
IDENTIFIERS- *Authoritarian Behavior; Authority
The effects of parenting styles on children's self-esteem were examined by dividing the empirical literature into three age groups: the preschool child; the elementary child; and the adolescent. Major literature reviews by W. C. Becker, B. Martin, and E. E. Maccoby and J. A. Martin are discussed and inconsistencies among the reviews are examined. Methodological issues involved in doing research on parent-child variables and self-esteem are considered, including problems associated with subjects as informants, observational data, situations and themes, the issue of control, and research on self-esteem. Results of the literature review are presented which showed that: (1) in preschoolers, authoritative parenting was associated with girls' self-esteem, but fathers' authoritative parenting was associated with low self-esteem in preschool boys; (2) at the elementary age, both mothers' and fathers' permissiveness and mothers' authoritativeness were associated with boys' self-esteem; and (3) for adolescents, lack of rigid control, high support, and limit-setting accompanied by communication were positively associated with self-esteem. It is suggested that these tentative guidelines must be tempered by the fact that each child is different. Individual differences were not taken into account in the research, making it even more important for the parents to be aware of their child's individual needs and their responses to disciplinary styles. (Author/ABL)

ED 298 440 CS 009 284

Cook, Christine K.
Self-Concept and the Disabled Reader: An Annotated Bibliography.
PUB DATE- Apr 88
NOTE- 43p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Reading Attitudes; *Reading Difficulties; Reading Failure; Reading Improvement; Reading Instruction; Reading Research; *Remedial Reading; *Self Concept

Intended to be of help to teachers who deal with students having problems in reading, this annotated bibliography examines research findings on the relationship between reading achievement and self-concept in elementary students. The introductory portion states the problem and the purpose of the study, as well as its limitations and organization. The 28 annotations follow, incorporating studies on self-concept and reading, the implications for teachers regarding classroom climate and instructional strategies, and the effectiveness of self-concept enhancement. The summary provides an overview of the annotated literature, followed by conclusions and recommendations. Twenty-nine references conclude the work. (SR)

ED 298 488 CS 211 453

Regan, Trace; Shin, Hochang
Minority Journalists in Ohio: A Study of Their Job Satisfaction.
PUB DATE- Jul 88
NOTE- 57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Employee Attitudes; *Job Satisfaction; Media Research; *Minority Groups; Organizational Communication; Racial Discrimination; Surveys
IDENTIFIERS- Communication Satisfaction; *Journalists; Television News

A study surveyed minority journalists at newspapers and television stations in Ohio to determine how overall job satisfaction is linked to perceived communication satisfaction, satisfaction with intrinsic and extrinsic aspects of a job, perceived racial discrimination, and general variables such as years in journalism, position, and the number of minorities in the newsroom. The survey was pre-tested on 30 minority journalists outside Ohio, then administered to 154 minority journalists at 15 newspapers (with circulation over 25,000) and 26 television stations in Ohio. Minority contacts within the various institutions distributed the questionnaires. Response rate was 44%. The questionnaire was divided into four parts: racial discrimination items; job satisfaction items; communication satisfaction items; and general information. Results indicated that although Ohio minority journalists perceived racial discrimination in the workplace, they were satisfied with their jobs and job-related communication. Sex, the existence of an affirmative action plan in their company, years in journalism, and the number of minorities in the newsroom were all partially or strongly related to the perception of racial discrimination or job satisfaction or communication satisfaction, or all three elements. The single most important factor affecting job and communication satisfaction and the perception of racial discrimination was whether respondents thought their company's affirmative action plan was working well. (Four figures and five tables of data are included.) (MM)

ED 298 503 CS 211 469

Hook, Julie C.
An Annotated Bibliography of Literature Showing the Importance of the Process of Writing in the Language Arts Curriculum.
PUB DATE- 21 Jul 88
NOTE- 43p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Prewriting; Reading Writing Relationship; Revision (Written Composition); Teaching Methods; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Writing Assignments; Writing Strategies

This bibliography contains lengthy annotations of 29 sources which address the issues of prewriting; revision; the emotions involved in the writing process; different methods of writing instruction; and the relationships among reading, writing, and reasoning. Also included are a glossary of terms, a summary of the issues raised by the works cited, conclusions, and recommendations for the language arts curriculum. The works in this annotated bibliography are of concern to the elementary and secondary teacher of language arts and date from 1983 through 1986. Works cited include journal articles, documents in the ERIC database, and monographs. (RS)

ED 298 621

EA 020 280

Ortiz, Flora Ida
Theorizing about the Principalship.
PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; *Instructional Leadership; Organizational Development; *Principals; *School Administration
Several recent articles theorizing about the principalship are compared, contrasted and analyzed with focus on leadership and changing roles. One main difficulty found in the first article--a literature review (Murphy)--was the absence of clarity of definitions among researchers. Several common issues emerged, including a causal relationship between administrative leadership and organizational outcomes, the logistical support for educational innovation, an establishment of the relationship between interpersonal orientation and perceptions of role clarity, and an examination of the structural-functionalist tradition. The conclusions are based on the lack of disciplined research based on one theoretical model. Suggestions are given for further research as to placement of the principal within the school organization, the location of the principal and the school site within the school district, and the application of the power and conflict model regarding the principalship. (LMS)

ED 298 636 EA 020 305

Hertz, Karl V., Ed.; Day, C. William, Ed.
Schoolhouse Planning.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-91070-50-9
PUB DATE- 87
NOTE- 90p.
AVAILABLE FROM- Publication Sales, ASBO International, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($11.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Architects; Building Plans; Construction Management; Construction Needs; Design Requirements; *Educational Facilities Design; *Educational Facilities Planning; Facility Expansion; *Facility Guidelines; Facility Improvement; Interior Design; Site Selection; Visual Environment
This guide, a collection of 14 articles by experts in the field, highlights the key features related to the planning and construction of educational facilities. The guide is to be used as a tool in the planning, design, remodeling, and construction of educational facilities. The focus is on practice rather than theory. The book starts by dealing with a feasibility study and develops the master plan in the first two chapters. Chapter 3 details the important topic of writing the educational specifications before turning to the selection of the architect in chapter 4. Site selection is the order of business for chapter 5. The next three chapters deal with spaces for learning, interiors, and the visual environment. The next four chapters deal with the issues of financing, construction management, construction observation and administration. The last two chapters focus attention upon two rather unique topics: remodeling and the challenges of building schools in a rapidly growing population. (SI)

ED 298 254 CE 050 729

Quandt, Richard E.; Rosen, Harvey S.
The Conflict between Equilibrium and Disequilibrium Theories. The Case of the U.S. Labor Market.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-060-0
PUB DATE- 88
NOTE- 109p.
AVAILABLE FROM- Available from W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($8.95 paper, ISBN-0-88099-060-0; $15.95 hardcover, ISBN-0-88099-061-9; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; *Economics; Labor Force; *Labor Market; *Labor Needs; *Mathematical Models; *Public Policy; *Unemployment
IDENTIFIERS- *Equilibrium Model
This monograph estimates both disequilibrium and equilibrium models of the U.S. labor market and compares the results and their implications for policy. Because a great deal of work in the U.S. labor market has followed the equilibrium paradigm, this essay devotes a disproportionate amount of time to discussing the problems that arise in formulating and estimating a disequilibrium model. Chapter 1 is an introduction that addresses the policy and methodological issues. Chapter 2 discusses equilibrium and disequilibrium approaches to labor market analysis, with special focus on policy implications. An estimable disequilibrium model of the labor market is specified in Chapter 3, and in Chapter 4 the data are discussed, the estimation procedure is outlined, and results are presented. Chapter 5 specifies and estimates an equilibrium model of the labor market and discusses its implications. Chapter 6 concludes with comparisons between the disequilibrium and equilibrium results and some suggestions for future research. An appendix containing the data and a list of references are included. (YLB)

ED 298 268 CE 050 765

The Perception of Vocational Education in Wisconsin. Public Hearing, Fiscal Year 1987-88.
Wisconsin State Council on Vocational Education, Madison.
PUB DATE- 26 Apr 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Needs; Marketing; Postsecondary Education; *Program Effectiveness; *Program Improvement; Public Relations; *School Attitudes; *School Role; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Wisconsin

The Wisconsin Council on Vocational Education held a public hearing on perceptions of vocational education in Wisconsin on April 26, 1988. Participants were invited from a broad-based spectrum. In addition to press notices, approximately 250 invitations were mailed to potential participants, resulting in oral and/or written testimony from 63 individuals representing the school and business sectors, various special needs groups, students, members of the educational community, and the community at large. Based on the testimony given, vocational education in Wisconsin is generally held in very high regard by students, educators, and employers alike. After an analysis of the testimony given, it was recommended that all levels of vocational education in Wisconsin develop programs and delivery systems to keep pace with economic and technological change. Furthermore, a comprehensive, cost-effective, and professional marketing program must be developed for the state's vocational program. (This report includes a summary of testimonial findings, conclusions, recommendations, a list of participants providing testimony, a map detailing participant geographic representation, and testimonial excerpts.) (MN)

ED 298 282 CE 050 785

Burgess, Charles; Zhu, Guangli
The Marriott Philosophy at Work: A Study of Corporate Success with the Handicapped. Project TROPHY. Transition Research on Problems of Handicapped Youth.
Washington Univ., Seattle. Coll. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 80p.; For related documents, see CE 050 783-784.
CONTRACT- 300-85-0174
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; Career Education; *Corporate Support; *Disabilities; *Education Work Relationship; *Employment Practices; Employment Programs; *Job Development; *Job Training; Mental Retardation
IDENTIFIERS- *Marriott Corporation
This monograph examines the Marriott Corporation, which has won numerous awards for its involvement in creating employment situations for the handicapped. Part 1 examines the Marriott Corporation in its wider economic, political, and religious contexts, including its founding by a Mormon family. Part 2 addresses central features of the Marriott handicapped employment program, with a focus on the mentally retarded worker. A discussion of work in the "least dependent environment" considers hiring the handicapped, training the handicapped, and the individual worker approach versus the enclave approach. The benefits of the system for everyone involved are also highlighted. Appendixes include a description of the Marriott Corporation Handicapped Employment Program, a list of awards the corporation has received, and a listing of over 50 selected sources. (YLB)

ED 298 324 CE 050 889

Bhaerman, Robert D.; Kopp, Kathleen A.
The School's Choice: Guidelines for Dropout Prevention at the Middle and Junior High School. Dropout Prevention Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 164p.; For other guides in this series, see CE 050 879-888.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP700DP02--$13.25).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Change Strategies; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Change; Guidelines; Helping Relationship; High Risk Students; Intervention; Junior High Schools; Middle Schools; Potential Dropouts; *Program Development; Program Implementation; *Role of Education; Secondary Education; Vocational Education

This guidebook presents a variety of dropout prevention strategies and is intended to help readers determine which strategies are best suited for a particular classroom, school, or district. The primary audience is school personnel who work with young adolescents. It begins by addressing major dropout issues, primary research findings, and possible solutions. Three additional concepts are then presented: bonding, basic skills, and youth advocacy. These topics relative to bonding are explored: classroom and school climate, various school policies (attendance and truancy, suspension, nonpromotion and retention, discipline, tracking and testing), and the roles of parents, families, and the community. These basic skills topics are then discussed: curriculum concerns, instructional issues, teaching/learning styles, career awareness and educational planning, cooperative learning, peer tutoring, and the role of vocational education. Specific issues featured in the discussion of youth advocacy are adolescent behavior, expectations of youth, early identification of potential dropouts, building self-esteem, guidance and counseling, and accommodation. The monograph concludes with a discussion of planning and evaluation techniques, staffing patterns and staff development, the role of administrators, and overview of choices that teachers, counselors, and principals should consider in developing dropout prevention strategies. A list of 145 references concludes the guide. (YLB)

ED 298 338 CE 050 927

Ingram, Maurice D.; Troyer, Diane
Secondary/Post-Secondary Vocational-Technical Program Articulation Handbook.
El Paso Community Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Articulation (Education); *Community Colleges; *Cooperative Planning; Cooperative Programs; *High Schools; Postsecondary Education; Program Development; Program Implementation; *Technical Education; *Vocational Education
IDENTIFIERS- *El Paso Community College TX
This guide is intended for use in articulating secondary school and community college vocational and technical education programs. The process and materials described in the guide have been field tested by El Paso (Texas) Community College and a number of area secondary schools. Part 1, which deals with aspects of secondary and postsecondary vocational-technical program articulation, outlines the benefits of articulation, types of articulation, barriers and pitfalls that should be considered, the role of articulation in competency-based curricula, and financial aspects of articulation. A time-shortened articulation system is described next. Part 3, which is an example guidebook, outlines the steps entailed in developing, applying, and updating an articulation plan; distributing articulation materials; and tracking and evaluating articulation efforts. Appendixes include the El Paso Community College articulation plan, a list of public school contact persons, an articulation course competency analysis form, an articulation chart, timelines, a summary of personnel duties, and guidelines for computer tracking of high school articulation students. A sample articulation agreement, follow-up analysis of students entering college with articulation credits, references, and an articulation brochure are also included. (MN)

ED 298 411 CG 021 092

Widmann, Jeffrey C.; Housden, Theresa M.
A Study of Students Who Dropped Out of San Juan Dstrict.
San Jose Unified School District, Calif.
PUB DATE- Feb 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropouts; Elementary Secondary Education; Grade Repetition; High Schools; Profiles; *Reentry Students

In June, 1987, the San Juan (California) Unified School District's Research and Evaluation Department prepared a summary of dropout data available which indicated that San Juan's dropout rate was between 22 and 25 percent over a 3-year period. In the fall of 1987, the department conducted a study of the characteristics of students who had dropped out of the district. Subjects consisted of 103 students who had dropped out of high school in the 1986-1987 school year and 31 students who had dropped out and were in the process of reentering district programs. Most of the students who dropped out had been in the district since elementary school, but had attended several district schools. They generally reported their school experiences to be more positive at the elementary level when compared to intermediate and high school. Many students reported difficulty moving from intermediate to high school. An exceptionally high percentage of students had been retained, with over 50% of the boys having repeated a grade at least once. Many subjects reported that their schools could have done nothing to help them stay in school. The reasons students gave for dropping out fell into the areas of school-related, family, and personal problems. Findings suggest that there is no single dropout profile and that many students leave school for other than academic reasons. Most dropouts in the study reported that they would advise potential dropouts to stay in school. A large number of the students were back in school again or had already graduated. (NB)

ED 298 456 CS 009 307

Wolf, Dennie Palmer
Reading Reconsidered: Literature and Literacy in High School.
Academic Preparation Series Supplements.
College Board, New York, NY.
REPORT NO.- ISBN-0-87447-326-8
PUB DATE- 88
NOTE- 73p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($6.95 single copies, 20% discount for five or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Philosophy; English Curriculum; High Schools; Literacy; *Literature; Literature Appreciation; *Reading Instruction; Teaching Methods

A study of how literature is currently taught in high school, this book also explores how the best of current teaching practices result in greater understanding of the ways in which deeper levels of literacy can be achieved by all students in increasingly multicultural classrooms. The book is not a collection of lesson plans, but is about ideas. The eight chapters deal with the following subjects: (1) reading reconsidered; (2) making a rich and varied language environment; (3) showing students how to engage with literature; (4) encouraging students to reflect on reading; (5) reading resonantly; (6) how one reader reads; (7) the making of reading; and (8) a blueprint for a teachers' workshop or discussion. A 62-item bibliography and two excerpts from literary works are appended. (RS)

ED 298 577 CS 506 349

Kiewe, Amos
The Ethics of Rhetoric and the Ethics in Rhetoric: Problems in Evaluation.
PUB DATE- Nov 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Cultural Awareness; *Ethics; *Evaluation Criteria; Higher Education; *Rhetoric; *Speech Communication; *Speech Instruction
There are several potential problems which the Speech Communication instructor may face in evaluating students' performance, including: (1) students may neglect to recognize the multi-cultural classroom context (including ethnic and religious differences); (2) different world-views can result in clashes of opinions; (3) morality can be perceived differently by representatives of two or more cultures; (4) students may perceive the instructor as "biased" for various reasons; (5) students may alter their ideas purposely to meet the instructor's expectations; and (6) the instructor's post-speech or post-debate critique may be misunderstood as criticism of certain ideas. Given the subjective and multifaceted nature of ethical codes, evaluatory practices are most objective when based on standards recognized and employed by both instructor and students. Standards of ethics are numerous, and must be taught (perhaps selectively) in order for the instructor to establish a common basis shared and understood by the class. At the basic level of evaluation are the standards of listening with an open mind, paying attention to dissenting opinions, promoting cross-cultural exchanges, and tolerance of expression. At the second level are suggested standards of evaluation including: the ethics of means and ends; the ethic based on intent toward the audience; warranted claims; and contextual ethics. (Fifteen references are appended.) (MS)

ED 298 606

EA 020 223

D'Amico, Joseph J.; Corbett, H. Dickson
Developing Readiness for School Improvement: Lessons of Context.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; *Participative Decision Making; Public Schools; Readiness; *School Based Management
A School Context Analysis Form, designed to access the readiness of a particular school to participate in planned change, is introduced and described. This report chronicles two improvement efforts in two different schools to demonstrate how the eight identified contextual indicators interact to influence improvement efforts. The eight factors are: (1) resources; (2) incentives and disincentives; (3) linkages; (4) priorities; (5) factions; (6) turnover; (7) current practices; and (8) prior projects. The third school discussed represents an example of a situation where context was considered prior to the improvement and manipulated in order to help ensure that the improvement would run smoothly and successfully. Based on this last experience, recommendations are offered for dealing with the eight factors and thus modifying context to support improvement. A 19-item reference list is appended. (LMS)

ED 298 353 CE 050 964

Agricultural Machinery Service. A Curriculum Guide for Agricultural Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 90p.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($5.10).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Competence; *Competency Based Education; Course Content; Course Organization; Equipment; Job Skills; *Occupational Information; Secondary Education; State Curriculum Guides; Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This curriculum guide provides descriptions and sequenced topical outlines for courses in agricultural mechanics, especially in Virginia. It provides teachers with a logical order for teaching the tasks that students should master to comply with competency-based education requirements. It is also intended to help administrators and supervisors in organizing agricultural education programs and to provide information on the program for guidance counselors. Following an introduction that provides an overview of the agricultural mechanics program by identifying its purposes and objectives, course options, and course requirements, the Guide Application section divides agricultural mechanics into courses. This section also contains a list of representative "Dictionary of Occupational Titles" (DOT) job titles that apply to this domain and are the basis for the tasks/competencies identified in this guide. The final section contains the program title and description, the courses included in the program, the applicable DOT job titles, and a description and topical outline for each course. Appendix A provides suggested tools and equipment lists for the courses under the agricultural mechanics domain. Appendix B contains reference materials suggested for the agricultural machinery service courses. (KC)

ED 298 367 CG 021 047

Nelson, Eileen S.
Winning Basketball: A Comprehensive Sports Counseling Program.
PUB DATE- Mar 88
NOTE- 45p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basketball; *College Athletics; College Programs; College Students; *Counseling Techniques; Higher Education; *Imagery; Males; *Multisensory Learning; *Relaxation Training
This report describes the comprehensive sports counseling program, based on Glasser's reality theory, which was designed and used with the men's basketball team at James Madison University in Harrisonburg, Virginia. The program described took a multisensory approach in order to use visual, auditory, and kinesthetic modalities; and employed techniques such as therapeutic metaphor, parables, games, humor, drawings, charts, photographs, poems, quotations, relaxation and concentration methods, imagery, lecture and discussion sessions, audiotapes, positive reinforcement, and praise. This paper presents the major components and activities of the sports counseling program. It discusses preseason meetings and meetings held before each game, and describes how the topics of team leadership, positive motivation, relaxation training, imagery, foul shooting, goal setting, and concentration were incorporated into the meetings. Excerpts from imagery scripts used in relaxation and imagery training are included. (NB)

ED 298 426 CG 021 108

Stamp, Robert M.
Ontario Secondary School Program Innovations and Student A Report to the Ontario Study of the Relevance of Education and the Issue of Dropouts. Student Retention and Transition Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3170-4
PUB DATE- 88
NOTE- 109p.; For the other reports in this series, see CG 021 107-109.
CONTRACT- 1084-ON04525
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada, M7A1N8 ($6.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropouts; *Educational Facilities Improvement; Foreign Countries; History; Public Schools; Rural Schools; Rural Urban Differences; *School Holding Power; Secondary Education; *Secondary School Students; Sex Differences; Social Influences; *Trend Analysis; Vocational Education
IDENTIFIERS- Ontario
The time period between the early 1920s and the early 1970s witnessed increases in high school retention rates within Ontario's publicly-supported education system. These increases are attributed both to program changes within the system and to societal factors external to that system. Retention rates increased slowly during the 1920s, as minor changes in the Ontario secondary school curriculum at the beginning of had minimum impact. Retention rates fell during the beginning of the 1930s, then increased later in the decade, probably due to the economic depression of the time. Armed forces enlistment and war-generated industrial work resulted in a decrease in retention rates during the first part of the 1940s. The increase in retention rates during the latter part of the 1940s is attributed to improved high school facilities in rural Ontario and to rising educational expectations in the post-war world. Retention rates showed steady increases during the 1950s, probably a result of rising societal and economic expectations. High school program changes brought about by the federal government's Technical and Vocational Training Assistance Act and the provincial Department of Education's Reorganized Program of Studies resulted in steady increases in retention rates in the 1960s. Steady increases through the early 1970s are attributed to the introduction of the "credit" system, the spread of French-language secondary schools, and further improvements in rural education. (This report examines each decade separately and looks at retention rate differences by gender, rural and urban schools, and academic and vocational programs for each decade.) (Author/NB)

ED 298 441 CS 009 286

Browne, M. Neil
The Potential Unity of Critical Thinking and Values Analysis.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; *Decision Making; Higher Education; Secondary Education; Teacher Attitudes; Value Judgment
IDENTIFIERS- Affective Domain; Cognitive Domain; Emotions; *Value Analysis

Metaphorically, the head and the heart represent different decision-making strategies. The disjunction between these two cultures is both sharp and unnecessary. The conflict between rationality and emotion is much broader than the tension between critical thinking and values analysis, but the assumptions responsible for the mutual awkwardness of the processes are almost identical. Critical thinking and values analysis must be joined for either to provide the guidance to decision-making that aficionados of each have promised. There are several manifestations, including critical thinking and social science texts, educational assumptions, and pejorative references to emotion, that show: (1) the conflict between reliance on critical thinking or values analysis as guides for intelligent description-making; and (2) the depth of the disagreement between partisans of the affective and cognitive domains. Teaching students a healthy respect for critical thinking and values analysis can help them make use of a more complete version of their analytical abilities and demonstrate to them the efficacy of both critical thinking and values analysis. (Fourteen notes are included.) (MS)

ED 298 472 CS 009 331

Osiobe, Ann E.; And Others
Distribution of Home Factors That Favour Early Reading in English as a Second Language: The Port Harcourt Case Study.
PUB DATE- Jun 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Childrens Literature; Elementary Education; *English (Second Language); *Family Environment; Foreign Countries; Foreign Language Books; Library Circulation; Parent Child Relationship; Reading Research; *Recreational Reading
IDENTIFIERS- Childrens Libraries; Nigeria
A study examined the distribution of home factors known to favor early reading--defined as reading English early in life--by non-native English children to whom English serves as a second l nguage. Subjects, 216 primary school children, were surveyed by means of oral interviews. Home factors such as books in the home, parent-child reading, and book borrowing from the library and friends were found to be widely distributed in the sample. Results indicated that 81% (175) of the children had books in their homes, 77.78% (168) of the children interviewed were involved in parent-child or relative-child reading at home, and 55.09% (119) children checked out books regularly from the library or borrowed books regularly from their friends. Peer group influence was found to be most dominant among the fifth and sixth graders for the borrowing of books. Home books and home reading seem to terminate after the first and second grades. The presence of a children's book collection in the home is known to encourage early reading among children. Children who do not read at home are certainly placed at a disadvantage and teachers should make sure that such children check out books on a weekly basis from the school library or classroom book corner. Parent-child reading creates positive and encouraging attitudes towards reading books. (One table of data and one figure are attached.) (RAE)

ED 298 519 CS 211 486

Spandel, Vicki
Listening Skills: Report 3. Assessing Student Progress on the Common Curriculum Goals: English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 54p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; *Listening Comprehension Tests; *Listening Skills; State Standards; *Student Evaluation

This report provides suggestions on how a language arts listening skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of common curriculum goals that relate to listening; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of listening assessment sources; and (5) sample listening assessment tools and procedures. (RS)

ED 298 534 CS 211 514

Robbins, Jan C.
Student Press and the "Hazelwood" Decision. Fastback 274.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-274-7
PUB DATE- 88
NOTE- 41p.; Fastback sponsored by the University of Northern Iowa Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; *Court Litigation; Faculty Advisers; Federal Courts; *Freedom of Speech; High Schools; *Journalism Education; *School Newspapers; Secondary Education
IDENTIFIERS- *Hazelwood School District v Kuhlmeier; *Supreme Court; Tinker v Des Moines Independent School District

This fastback examines Hazelwood School District v. Kuhlmeier (1988), the first high school student press case ever to reach the United States Supreme Court. The pamphlet reviews the background and implications of the Hazelwood decision and speculates as to how it will be applied to student expression in the public high schools. Chapters include: (1) "Student Press and the Public Forum Doctrine"; (2) "Whatever Happened to Tinker?"; (3) "Strict Scrutiny v. Rational Relationship"; and (4) "Applying Hazelwood in the Public Schools." The fastback concludes that official censorship of the student press, and of student expression generally, seems to have been reborn with Hazelwood, because it now governs all student expression in curriculum-related or other school-sponsored activities. (MS)

ED 298 549 CS 506 320

Huff, W. A. Kelly
FCC Policy and AM Stereo: From Governmental Standard-Setting to the Marketplace.
PUB DATE- Nov 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiences; *Broadcast Industry; Broadcast Reception Equipment; *Government Role; Media Research; *Radio; Technological Advancement
IDENTIFIERS- *Amplitude Modulation; Deregulation; *Federal Communications Commission; Frequency Modulation; Media Government Relationship; Media History
Historically, radio broadcasting has been affected by innovational, social, technological, and economic change. For instance, FM (frequency modulation) radio emerged out of a desire to free broadcasting of static noise common to AM (amplitude modulation) signals. The eventual response by AM was to improve the technology of the signal. The inquiry for the feasibility of stereo broadcasting for AM and the suitable technological standard to set began in 1977. By 1982 the Federal Communications Commission (FCC) revealed an intention to allow the marketplace to decide the fate of AM stereo. During these years several actions by the FCC indicated that it was uncertain of its proper regulatory role. The process of wrestling with whether to set a technological standard led the FCC to question its own responsibility in such matters. Ultimately, the FCC determined that it was not responsible for the success or failure of any particular technology and that the proper technology selection should be passed on to the marketplace. (One table of data is included, and 110 references are appended.) (MS)

ED 298 563 CS 506 335

Asahina, Roberta R.
The Viability of Ethnographic Research for Hispanic Consumer Research.
PUB DATE- Feb 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Consumer Economics; *Cultural Context; *Ethnography; *Hispanic Americans; Media Research; Qualitative Research
IDENTIFIERS- *Advertising Effectiveness; Consumer Evaluation; *Consumers

A study explored whether ethnographic research is appropriate and feasible for Hispanic consumer research. Subjects, 41 Hispanic advertising executives (out of an original group of 80) in advertising agencies listed in the Standard Directory of Advertising Agencies from New York, Los Angeles, Chicago, Miami, and San Antonio, answered a 23-item questionnaire. The respondents were asked whether their firms employ ethnographic research, and if so, which types of products, and the sample size in an "ethnography." Fifteen opinion statements, arranged on a Likert scale, asked for agreement on the comparable value of ethnographic research to more traditional methods of research for Hispanic consumers: telephone surveys, door-to-door interviews, and in-home diaries; the use of ethnographic research for gaining specific information about Hispanic consumers. Results indicated that 86% of the respondents agree ethnographic research has value for developing Hispanic advertising campaigns. The same number agree ethnographic research is a viable, important research tool. Overall, this form of research appears to be valuable for describing consumer product usage, group interaction of a product, specific cultural practices, consumer behavior, and consumer environment. Ethnographic research has more value when used in conjunction with other forms of statistical measurement, but does provide useful consumer information for developing Hispanic advertising campaigns, since--in order to appeal to Hispanic consumers of different origins--the definition of cultural attributes is necessary. (Fourteen references are attached.) (RAE)

ED 298 591 CS 506 363

Perrott, Christine
Better Discussion. Item 14, SET: Research Information for Teachers. Number One, 1988.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; Higher Education; Naturalistic Observation; Teacher Student Relationship
IDENTIFIERS- Australia; New Zealand

This pamphlet maintains that genuine discussions require a different agenda and teacher approach from other types of classroom sessions, and uses actual classroom transcripts as evidence and illustration. The first section, "Discussion as a Special Event," analyzes the patterns of common classroom interactions, finding a formal and strongly rule-governed pattern in which the teacher has a didactic stance, does most of the talking, asks nearly all the questions, and controls the way the talk develops. This discourse pattern, termed "instructional talk," as well as another pattern termed "cohorting" (treating the pupils as an undifferentiated group), are inhibiting to genuine discussion. The second section, called "Achieving Genuine Discussion," presents two basic suggestions: (1) change the agenda (stop taking a didactic stance, directly evaluating each reply, and controlling the discourse); and (2) play the right game (avoid having a particular response in mind as "the right answer"). The third section offers specific ideas for promoting classroom discussion. Notes include ten references to books and articles representing socio-linguistic classroom research. (SR)

ED 298 297 CE 050 845

Fahy, Patrick
Keewatin Region Educational Authority Pilot Adult Education Project: Computer-Assisted Learning. Year One Report.
Alberta Vocational Centre, Edmonton.
PUB DATE- Jun 88
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; Demography; *Eskimos; Foreign Countries; *Pilot Projects; Postsecondary Education; *Program Development; *Program Implementation
IDENTIFIERS- *Canada (North)

A project was undertaken to provide computer-assisted instruction (CAI) to 92 native adult students in the Keewatin region of the Northwest Territories of Canada. The project's principal goals were as follows: attract and maintain the interest of a greater segment of the target population, produce faster progress in academic training, help program participants develop job readiness skills, increase participants' chances of getting employment or improving their level of employment, and create a more effective educational model for Inuit students that may be used throughout the Arctic. A year after the project began, it was evaluated both quantitatively and qualitatively through such data collection instruments as attitude assessments, journals and logs kept by program participants, and onsite interviews with the adult educators and students involved in the project. The adult educators participating in the project agreed that the CAI format increased (sometimes dramatically) the numbers of students in programs. Comparisons of participants' performance on pretests and posttests showed average grade equivalency gains of 0.63 and 0.92 grade levels after 3 and 6 months, respectively, for 26 students for whom complete test results were available. Students and teachers alike felt that the CAI enhanced students' general computer literacy and specific job skills. (MN)

ED 298 311 CE 050 875

King, Christopher T.
Cross-Cutting Performance Management Issues in Human Resource Programs. Research Report No. 88-12.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-88-12
PUB DATE- Aug 88
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dislocated Workers; *Educational Policy; *Employment Programs; Government Role; Job Placement; Job Training; *Labor Force Development; *Performance Factors; Policy Formation; Postsecondary Education; *Program Administration; Program Implementation; *Public Policy; State Action; Vocational Education; Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Employment and Training Programs; Job Training Partnership Act 1982; Welfare to Work Programs
Concern for performance management has increased sharply in recent decades in both the public and private sectors. This has been particularly true in the management of state and federally funded human resource development programs. Legislative purpose, level of use, the role of performance standards, appropriate measures of performance, target groups, and general implementation policies are key issues that cut across the major publicly funded job training and placement programs. This report examines these program design and implementation issues in relation to Job Training Partnership Act programs, state-administered job placement and labor exchange programs, postsecondary vocational education, welfare-to-work programs for recipients of Aid to Families with Dependent Children, and the new state-run food stamp employment and training programs. Various contextual issues are discussed, including grant-in-aid programs, enhanced state discretion, market bias, ambiguous goals, appropriate actors/levels of use, appropriate groups, target groups, the role of standards, and adjustment processes. General recommendations to federal and state level policymakers and program-specific recommendations for addressing performance management issues are included. (Ninety references are listed.) (MN)

ED 298 382 CG 021 063

Bailey, William J.
Preventing Alcohol and Other Drug Problems through Drug Education. Policy Bulletin No. 3.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- May 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; *Federal Aid; Financial Support; *Prevention; *Program Design; Program Implementation
IDENTIFIERS- Indiana
Public schools have a responsibility to educate students about drug abuse, and states have a responsibility to assist schools in their efforts. Properly designed and implemented drug education programs are the most cost-effective means of preventing alcohol and other drug problems. Poorly designed and implemented programs, on the other hand, can cause more problems than they solve, and can actually increase student experimentation with drugs. Careful planning of drug education messages can help ensure success in program design, and careful training of drug educators can help ensure success in program delivery. Several important rules have been suggested by the research concerning drug education message design. These include the ideas that: (1) drug abuse is a progressive disease and that gateway drugs are precursors of drug abuse; (2) drug education facts and techniques must be current; (3) social skills and refusal skills are essential; (4) programs must be designed to avoid the "risky shift" in group activities, a theory that groups have a tendency to take greater risks than do individuals; and (5) the message source may be as important as the message itself. In addition to careful program planning and educator training, schools and community agencies need to develop better fundraising and grantwriting skills in order to receive federal funding. States will also need to develop a long-term funding strategy to provide resources necessary for quality drug abuse prevention programs. Taxation on the gateway drugs of alcohol and tobacco may be the most logical funding strategy in the long run. (Sixty-five references are listed.) (NB)

ED 298 397 CG 021 078

McQuoid, Daniel W.
Attitudes toward Homosexuality: Implications for Responsible Psychotherapy.
PUB DATE- May 88
NOTE- 49p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Client Characteristics (Human Services); *Counselor Attitudes; *Homosexuality; *Psychotherapy; Research Methodology; Research Needs; Research Problems; *Social Attitudes

This review examines previous research on societal attitudes toward homosexuality. It notes that sex-role rigidity in society has an impact on societal attitudes toward homosexuality; in societies with rigid sex-roles, gay men and lesbian women are disliked and rejected more than in societies with liberal sex-roles. Society's stereotypes of gay men and lesbian women are described as being cross gender in nature, with homosexual men being perceived as having feminine traits and lesbian women as having masculine traits. Research findings are presented which suggest that homosexuals are consistently disliked by heterosexuals. Also reviewed are studies of mental health professionals' attitudes towards homosexuality which have had conflicting results: some found no differences in the attitudes of mental health professionals towards homosexuals versus hetereosexuals, while others found mental health professionals to be biased. Methodological shortcomings of the research are examined, including: (1) use of a variety of methods making findings difficult to unify; (2) use of polls and surveys which are limited in scope; (3) the variance of questionnaires from study to study; (4) use of highly select samples, such as college students; (5) studies on attitudes toward homosexuality varied in sex of the target being studied; (6) a focus on male homosexuality rather than female homosexuality; and (7) limited research on attitudes of mental health professionals. A unified approach to research in this area is recommended. The therapeutic triad of empathy, warmth, and genuineness is considered fundamental to the success of therapy with homosexual and lesbian clients. (ABL)

ED 298 504 CS 211 470

Formsma, Rene
Literature on Evaluation of Handwriting.
PUB DATE- 20 Jul 88
NOTE- 30p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; Evaluation Methods; *Handwriting; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- Legibility
This project is a historical and topical search into handwriting evaluation. It includes a statement of the problem; a justification; definitions; a bibliography listed in historical order with annotations on 36 books and articles; and a summary and evaluation of the literature. The conclusion of the paper discusses the importance of being aware of evaluation techniques and tools that can be used to judge students' handwriting skills. The paper closes with three recommendations for teachers: (1) choose a handwriting evaluation scale, method, or tool and use it consistently; (2) have students self check their handwriting by using transparent overlays to evaluate daily progress; and (3) use an evaluation plan as a tool which lends itself to remediation. Thirty-five references are appended. (MS)

ED 298 622 EA 020 281

Krysinski, Patricia R.
Educational Administrative Inservice Training: An Outline of a Grounded Theory.
PUB DATE- Apr 88
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Educational Administration; High Schools; *Inservice Education; *Management Development; *Organizational Theories
IDENTIFIERS- Washington
This outline of a grounded theory of educational administrative inservice training demonstrates the organizational characteristics and outcomes for participants as the results of a qualitative study. Focusing on high school principals, this study addresses two questions: What are the organizational characteristics of inservice training for school administrators? and What combinations of these characteristics are related to certain outcomes? For purposes of this study, a grounded theory is a statement about kinds of data that will occur under particular circumstances. Fifteen high school principals were selected on the basis of five criteria. Retrospective interviews, document collection from respondents and from independent sources, and on-site observations make up the field procedures. The conclusions, based on the results, are stated as a series of integrated definitions and propositions that detail an outline of the grounded theory. Recommendations for further research are suggested. Forty-nine references are appended. (LMS)

ED 298 637 EA 020 307

Hunter, Richard J., Jr.
A Discussion of School Law and Other Related Topics.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New York, NY, April 4-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Catholic Schools; Court Litigation; *Discipline Policy; *Due Process; Educational Policy; Elementary Secondary Education; *Legal Responsibility; Politics of Education; Safety; *School Law; Student Rights
A discussion of school law, defined as how the educational system is impacted upon by the law, is addressed as it relates two major issues to the Catholic or parochial schools. In an overview of the legal system, the types of courts, the nature of legal precedents, and the levels within the judiciary are reviewed. The first major issue centers around the question of due process as it relates to students' rights. Based on current educational law, a student may not expect to have general protection of the 14th Amendment while attending parochial school. It is recommended, therefore, that school administrators establish a system of discipline based on principles of equity and fairness, and that this system be published as a handbook for all parents and students. Private schools also have the right to hold secular goals, to emphasize moral development and discipline, to discourage criticism, and to impose conformity of dress, speech and action. The second major issue discussed regards the liability questions. In this area, the factor that determines liability is negligence. To prove that one is negligent, four factors must be present: there must be a clear responsibility to be performed, this person must be shown to have breached this duty, the person in charge must be shown to have had substantial effect in producing the injury, and the incident must result in damage. An outline of suggestions regarding field trips and playground supervision is given. (LMS)

ED 298 653

EA 020 330

Bennett, David A.
Magnet School Desegregation Plans: Elements of the Architecture.
PUB DATE- Nov 86
NOTE- 46p.; Paper presented at the National Conference on School Desegregation Policy (Washington, DC, November 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Magnet Schools; *Nontraditional Education; Program Design; Program Development; Public Schools; *School Choice; *School Desegregation; *School Organization; *Voluntary Desegregation
Contemporary desegregation planning has been dominated by the use of magnet schools and the controlled choice process. This paper includes an examination of the organizing principles of magnet schools. Following the description of the architecture of the magnet schools themselves is a review of the organizing principles involved in the controlled choice process. The paper concludes with a review of the reasons for the attractiveness of the magnet school and controlled choice process in desegregation planning and a series of comments on the frequently cited criticisms of the magnet school plans. (Author)

ED 298 269 CE 050 766

Losh, Charles; And Others
Integrating Vocational-Technical Education and Basic Academic Skills. A Status Report.
PUB DATE- 28 Sep 88
NOTE- 24p.; Paper presented at the Fall Conference of the National Association of State Directors of Vocational Education (Phoenix, AZ, September 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Basic Skills; *Educational Change; Fused Curriculum; *Integrated Curriculum; Program Improvement; *State Action; State of the Art Reviews; Technical Education; *Vocational Education
A study examined the degree to which states are working on integrating vocational-technical education and instruction in basic academic skills. Usable information was provided by 29 of the 30 states contacted. Nearly all of the states belong to one or more of the various consortia developing the applied math, communications, principles of technology, and applied biology programs. Ten states are using the Agency for Instructional Technology (AIT) and Center for Occupational Research and Development (CORD) applied academic products without adaptations, and 10 are using the programs with major additions or adaptations. Nine states are writing their own curricula or working on developing their own system of infusing academic content into vocational offerings. Half of the states questioned indicated that the primary emphasis on vocational-academic infusion was at the state level. Eleven states either have not dealt with the question of academic credit for vocational experience or are in the very early stages of doing so. In most states, credit-granting capability is a local option rather than a state policy. Teacher certification was a major concern expressed by all respondents. (MN)

ED 298 283 CE 050 790

Single Parent and Homemaker Projects Resource Notebook (Working Copy).
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Aug 87
NOTE- 194p.; Some pages are printed with blurred type on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; Adult Education; Agency Cooperation; *Coordination; *Displaced Homemakers; Eligibility; Enrollment Influences; *Linking Agents; *Networks; *One Parent Family; Outreach Programs; Participation; Program Implementation; Records (Forms); Statewide Planning; Student Recruitment
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Ohio

This guide is intended to assist developers and providers of programs for single parents and homemakers. The first section discusses the special needs of single parents and homemakers, the provisions of the Carl D. Perkins Vocational Education Act of 1984, and Ohio's single parent and homemaker projects. Section 2 covers the the following aspects of accountability: eligibility requirements, state-required accountability, and local accountability. The third section deals with the following aspects of networking: internal networking; linking internal and external networks; single parent/homemaker advisory committees; child care advisory committees; external networking for program and client support (Job Training Partnership Act, the human services system, Ohio's Fair Work Program, family day care homes, funding for special needs-vocational education); outreach and recruiting; and foundations and other resources. The concluding sections include strategies to address deterrents to participation in adult education, and various sample program materials and forms. (MN)

ED 298 412 CG 021 094

Mitchell-Flynn, Carol; Hutchinson, Roger L.
A Longitudinal Study of the Problems and Concerns of Urban Divorced Men.
PUB DATE- 18 Jul 88
NOTE- 28p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Divorce; *Financial Problems; *Interpersonal Relationship; *Loneliness; *Males; Urban Population

Divorce is a very common experience and, while much divorce-related research has been conducted dealing with women and children of divorce, divorce research focusing on men has been minimal. This study examined thoughts, problems, and concerns of urban divorced men during the first month of divorce--Time 1(T1), at 6 months--Time 2 (T2), and at 1 year--Time 3 (T3) following the divorce. One hundred twenty-three men participated at T1, 84 continued at T2, and 54 responded at T3. Subjects completed a demographic questionnaire, the Psychological Adjustment Scale, and the Checklist of Problems and Concerns. The results revealed that finances, social relationships, and loneliness were major areas of concern; problems in practical living were least troublesome. Subjects thought more about financial matters at T1 than about any of the other areas which were a major concern at T3. Statistically significant decreases existed between T1 and T2 concerning loneliness, reaction of friends to the divorce, and reaction of relatives to the divorce. Five problem areas (loneliness, former spouse contacts, interpersonal relationships, control and competence, discussing the divorce) were derived through factor analysis of problem and concern items. Statistically significant decreases between T1 and T2 and between T1 and T3 were found in loneliness and in control and competence. (Author/NB)

ED 298 457 CS 009 309

Evaluation of the First Grade Pilot of Success in Beginning Reading and Writing Part I, 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- May 88
NOTE- 63p.; For Part II, see CS 009 310.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; Educational Philosophy; Grade 1; Primary Education; *Program Evaluation; Reading Materials; *Reading Programs; Reading Writing Relationship; Writing Skills
IDENTIFIERS- *Beginning Writing; *Success in Beginning Reading and Writing

A study evaluated the effectiveness of the Success in Beginning Reading and Writing (SBRW) program which is based on the philosophy that children should be taught to read and write using materials they will rely on later in life. Subjects, four teachers and 48 students in the SBRW program and five teachers and 50 students in a Holt Basic Reading (HBR) program, reported on the processes and outcomes of the programs. Results indicated that the SBRW program generated enthusiasm amongst students, teachers and principals. Students in the program watch less television, read more, write more, and talk to their classmates more about what they have read compared to students in the Holt program. (One table of data is included, and the survey instrument and two appendixes of data are attached.) (RS)

ED 298 489 CS 211 454

Parsons, Paul
University Presses As "Gatekeepers of Ideas" within Society.
PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Authors; *Books; Editors; *Faculty Publishing; Higher Education; Media Research; *Publishing Industry; Social Influences; *Writing for Publication
IDENTIFIERS- Book Sales; Editorial Boards; Editorial Policy; Editor Role; *Gatekeeper Role; *University Presses
University presses serve a prominent gatekeeping role in scholarly publishing because they, unlike commercial presses, can select books which transmit knowledge without being wholly captive to the marketplace. To analyze the cyclical flow that continually advances intellectual life, this selection procedure was examined with a study of the acquisition processes at university presses. The study consisted of three components: a year-long, on-site observation of a mid-sized university press; personal interviews with directors and editors representing 30 university presses; and a survey of 52 United States-based members and affiliates of the Association of American University Presses. Findings showed that (1) 9 out of 10 unsolicited manuscripts were returned to the authors without ever entering the publishing stream; (2) only about 2% of author-initiated queries eventually resulted in a published book; (3) authors whose manuscripts were actively solicited had a 22% chance of the manuscript being published; (4) if a manuscript makes it to the editorial committee stage, its chances for publication are exceptionally good; and (5) responding university presses placed some importance on the promise of financial gain in the decision to publish, but other factors--such as list building and the author's background--play larger roles. The conclusion is that as a leading vehicle for intellectual intercourse, university presses actively shape the cultural agenda through list-building and aggressive acquisition methods. (Eight tables of data are included, and 20 references are appended.) (MS)

ED 298 520 CS 211 487

Spandel, Vicki
Reading/Literature Skills: Report 4. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 61p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; Literature Appreciation; *Reading Comprehension; *Reading Skills; Reading Tests; State Standards; *Student Evaluation

This report provides suggestions on how a language arts reading skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of common curriculum goals that relate to reading/literature; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of reading/literature assessment sources; and (5) sample reading/literature assessment tools and procedures. (RS)

ED 298 578 CS 506 350

Ramsey, Shirley
Signalled Stopping in Two Science Stories.
PUB DATE- Jul 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Tests; College Students; Higher Education; *Literary Devices; Reader Text Relationship; *Reading Processes; Reading Research; Story Reading
IDENTIFIERS- Reading Behavior; *Signalled Stopping Technique (Carter); *Text Processing (Reading)
To examine the effectiveness of various writing devices, a study used Richard Carter's Signalled Stopping Technique (SST) to compare these devices as used in two student-authored science stories. The SST indicates how messages are mentally processed, and uses the following seven stops: (1) C (confusion); (2) R (reread); (3) Q (question); (4) T (think about the idea); (5) U (sudden insight or understanding); (6) A (agree) and (7) B (disagree). The first five stops are related to different developmental cognitive strategies, including comprehension strategy, imitation strategy, and questioning strategy. The two stories covered interviews with scientists on campus. Students in two public relations courses read the stories for stops. Both stories were written with figures of speech and other literary devices, and no significant differences between stops were predicted. However, findings indicated that one of the stories was more featuristic, more elaborated with devices, than the other. Although there were no significant differences for question, think, and understand stops, significant differences existed for reread and confused stops. (One table of data is included.) (MM)

ED 298 607 EA 020 225

Verstegen, Deborah A.
Fiscal Policy for Education in the Reagan Administration. Occasional Paper No. 5.
University Council for Educational Administration.
PUB DATE- May 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; Federal Regulation; *Government Role; *Government School Relationship; Higher Education; School Funds; School Support
IDENTIFIERS- *Department of Education; *Reagan Administration

The purpose of this report is to examine the federal investment in education during the Reagan Administration. The report is divided into two major parts: (1) a brief review of the philosophic and overall budgetary directions of the Reagan Administration; and (2) a fiscal chronology comprised of historical budget data (from fiscal year 1980 to fiscal year 1988) for each program included in the Department of Education's budget. Presidential budget requests and Congressional appropriations served as the unit of analysis for this study. The major data source was the "Justifications for Appropriation Estimates for Committee Appropriations," Fiscal Year 1988, which is published by the Department of Education. The study has found a diminution in the federal role in providing assistance to education during the years discussed. Appended are 58 references and an appendix explaining the "price level adjustments" utilized in the analysis. (SI)

ED 298 255 CE 050 732

Barltrop, Jenny
"I'm Not a Dole-Bludger!" Attitudes of Yr 9 Sydney High School Students towards Work, Unemployment and the Dole. A Report of the Mount Druitt Longitudinal Study.
Macquarie Univ., North Ryde (Australia). School of Education.
SPONS. AGENCY- New South Wales Dept. of Education, Sydney (Australia).
PUB DATE- Feb 88
NOTE- 52p.; For related documents, see CE 050 733-734.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Economically Disadvantaged; Educational Research; Foreign Countries; High Schools; Longitudinal Studies; *Student Attitudes; *Unemployment; *Welfare Services; *Work Attitudes
IDENTIFIERS- *Australia; *Mount Druitt Longitudinal Study
A study investigated the view that the decline in the work ethic would be stronger in the Mount Druitt area west of Sydney, Australia, where unemployment is prominent in the community and the "dole-bludger" stereotype is correspondingly rife. (A "dole-bludger" cheats the system and is considered a parasite on the community.) The study described ideas students have about work and unemployment and discussed the consequences of such attitudes for those young people who must one day cope with unemployment. Twenty-four students from each of the three Mount Druitt high schools and 24 from each of two contrast schools were involved in a structured interviews. (These students were a subsample of approximately 650 Year 9 students who had participated in the Mount Druitt Longitudinal Study.) Results indicated that Mount Druitt students differed very little from their counterparts in the contrast schools. In fact, Mount Druitt students demonstrated higher work motivation, that is, they were more likely to choose a poorly paid job they did not like over the dole. The students demonstrated high motivation to obtain employment after completion of school and had high expectations of success. Students' responses indicated that the attitudes held about unemployment and the dole tended to be more extreme than expected in light of their encounters with unemployed people. The negative view of unemployment and the dole suggested serious consequences for the self-esteem and motivation of the students who must inevitably face unemployment. (The interview schedule is appended.) (YLB)

ED 298 325 CE 050 890

McAuliffe, Garrett J.
Outcomes of a Group Career Planning Process. Occasional Paper No. 126.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 88
NOTE- 21p.
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. OC126--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; Career Planning; College Students; Community Colleges; *Counseling Techniques; Decision Making; *Decision Making Skills; Outcomes of Education; Program Effectiveness; *Program Length; Skill Development; *Small Group Instruction; Two Year Colleges
A study examined a group career decision-making treatment for community college students and attempted to determine the following: (1) the effects of group career decision-making skills, appropriateness of occupational choice, and frequency of information-seeking behavior; (2) the relationship between decision-making skills and the appropriateness of subjects' decisions; (3) the effect of the comprehensiveness and duration of a treatment; and (4) the effects of age, sex, and reading-level differences on career decision-making and on structured group interventions. Following a review of literature that found significant positive outcomes in many studies of group treatments, 39 students volunteered to take career decision-making courses in fall 1983 at a rural, open-admissions community college in the northeast. Two experimental groups received a longer treatment of 20 75-minute sessions for 10 weeks or a shorter treatment of 10 75-minute sessions lasting 5 weeks. The third group was in a no-treatment condition for 5 weeks and then received the longer treatment. The results favored the effectiveness of the longer treatment. Some significant age differences, favoring younger students, were noted, although sex and reading-level differences were negligible. The research encourages continued group approaches to career decision making, but warns about the limitation of short-term interventions and those that do not provide for individualization. (KC)

ED 298 339 CE 050 928

Irrigation Systems. Instructor's Guide.
Amarillo Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 88
NOTE- 472p.; For a related student's guide, see CE 050 929.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Design; Equipment Utilization; Fluid Mechanics; Hydraulics; Landscaping; *Ornamental Horticulture Occupations; Postsecondary Education; *Site Development; *Turf Management; Vocational Education; *Water
IDENTIFIERS- *Irrigation; *Irrigation Systems; Texas

This guide is intended for use by licensed irrigators who wish to teach others how to design and install residential and commercial irrigation systems. The materials included in the guide have been developed under the assumption that the instructors who use it have little or no formal training as teachers. The first section presents detailed instructions for using the guide and for setting up a classroom and instructional laboratory. Lesson plans covering the following topics are provided: irrigation then and now; procedures for controlling water flow (water meters and cross connections, valves, controllers and electrical wiring); methods of controlling water placement (piping and sprinkler types and nozzles); layout and design (design basics, basics of hydraulics, and procedures for developing a design and checking it mathematically); drip irrigation; and irrigation considerations. Each lesson plan includes lists of required materials and related assignments, steps to complete before teaching the lesson; instructional text, and a subject review exercise. Drawing and laboratory exercises are also provided. Appendixes contain the test of Texas's Licensed Irrigators Act and Permanent Rules for Irrigators, examples of local codes, tips on preparing for the licensing exam, common terminology of the turf irrigation industry, an index, and a pretest and posttest. (MN)

ED 298 368 CG 021 048

Nelson, Eileen S.
Combating Counselor Burnout: The Use of Right and Left Brain Applications.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Brain Hemisphere Functions; *Burnout; Coping; *Counselors; *Holistic Approach; Imagery; *Relaxation Training; *Stress Management
It is not uncommon for counselors to experience professional burnout due to a combination of circumstances including, among other things, unrealistic expectations, frustration, and a heavy workload. Society in general and schools in particular tend to emphasize accountability, measurable achievements, and quantitative results. This places a premium on systematic left brain thinking, but this pressure also contributes to counselor burnout. Through the use of fantasy into the future exercises, counselors can use their right brain imaginative and creative talents to enhance their self-esteem and to identify their values and goals. By synthesizing these right brain inputs with left brain logic and systematic planning, counselors can combat burnout and contribute to their own well-being and the successful treatment of their clients. (Excerpts from the script of a Future Projection Fantasy is provided as an example of a simple exercise that can be used as a model.) (Author/NB)

ED 298 442 CS 009 287

Browne, M. Neil; Keeley, Stuart M.
Do College Students Know How to "Think Critically" When They Graduate?
Southeast Missouri State Univ., Cape Girardeau.
PUB DATE- 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Technigues (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Processes; *College Seniors; *Critical Thinking; Higher Education; Skill Development; *Writing Evaluation
IDENTIFIERS- *Thinking Skills
One of the goals of higher education is to develop the students' ability to think critically. However, little research has been done to indicate the impact of college on students' critical thinking skills. A study conducted at a midwestern university measured the critical thinking capability of college seniors. Subjects, 37 volunteers derived from a previous study, had their critical thinking ability measured by an original essay question designed to force the students to indicate what cognitive processes they go through, and what questions they ask when engaged in critical evaluation. The analysis of their responses was divided into two scoring categories: specific criticisms and general criticisms. The results indicated (1) that 40% of the sample identified at least one appropriate general criticism and 17% identified more than one; (2) the students' specific criticisms showed a general failure to focus on definitional issues; (3) that many seniors lack fundamental critical thinking skills; and (4) that while most students were able to identify some flaws in statistical reasoning, they generally failed to recognize ambiguities, questionable assumptions, and value preferences--important components of critical evaluation. (MS)

ED 298 473 CS 009 332

Gilman, David; And Others
The Importance of Context Clues.
PUB DATE- 2 Oct 87
NOTE- 18p.; Paper presented at the Annual Conference of the Great Lakes Council of the International Reading Association (7th, Indianapolis, IN, October 1-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; Elementary Secondary Education; Grade 8; Grade 10; *Phonics; Reading Comprehension; *Reading Skills; *Reading Tests

A study examined the degree of relationships between scores on each of three locally developed reading subskills tests and overall reading success as measured by the Iowa Test of Basic Skills (ITBS). Subjects, 758 students from grades 1 through 6, grade 8 and grade 10 from three different southern Indiana school districts, were given locally developed and field-tested reading subskills tests and the ITBS. The tests averaged 20 skills per grade level. Results indicated that phonics instruction in the primary grades did not correlate with reading comprehension, and that the use of context clues to determine word meaning was highly related to overall reading effectiveness. (RS)

ED 298 505 CS 211 471

Seufert, Darlene
An Annotated Bibliography of the Literature Dealing with Language Experience in the Primary Classroom.
PUB DATE- 19 Jul 88
NOTE- 49p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Annotated Bibliographies; *Language Arts; *Language Experience Approach; Oral Language; Primary Education; Reading Attitudes; *Reading Research; Reading Strategies; Sight Vocabulary; Student Developed Materials; Teaching Methods
IDENTIFIERS- *Whole Language Approach
This 34-item annotated bibliography examines the literature concerning language experience in the following areas: (1) the rationale for incorporating language arts in the primary classroom; (2) whether using language experience aids the child in developing reading strategies; (3) the achievement scores of children using language experience; (4) whether language experience develops oral language skills; (5) whether language experience aids in increasing sight vocabulary; (6) whether self-authored stories increase reading comprehension; and (7) how a child using language experience views him/herself and reading. The items in this bibliography date from 1966 to 1988 and include journal articles and documents in the ERIC database. For the purposes of this bibliography, the terms language experience approach, integrated language arts program, and whole language are interchangeable. Included are a summary of the literature, conclusions, recommendations, and 39 references. (RS)

ED 298 535 CS 211 515

Freedman, Aviva; Clarke, Linda
The Effect of Computer Technology on Composing Processes and Written Products of Grade 8 and Grade 12 Students. Education and Technology Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3842-3
PUB DATE- 88
NOTE- 193p.
CONTRACT- 0912
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Foreign Countries; Grade 8; Grade 12; *Revision (Written Composition); Secondary Education; *Word Processing; *Writing (Composition); *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- Canada; Ontario
In order to investigate the effects of computer technology on the composing processes of students in grades 8 and 12, a study compared students' writing in two conditions (writing by pen and writing by word processor), specifically addressing the questions of whether computer use led to an increase in revision and/or an improvement in quality. Data were collected over one academic year from 13 classes, including pre- and posttests and all course compositions, and subjected to varying kinds of analysis. Extensive classroom observations produced descriptions of differing pedagogies, codings of classroom writing behaviors, and video recordings of specific students' writing behaviors. Results of revision analysis revealed that, for all grade levels, there were more changes in essays written entirely by pen than in those written by computer. However, the number of revisions in essays that were begun by pen and revised on the computer approached that in essays written by pen. Coding of students' behaviors as they wrote indicated that the computer diverted a significant amount of time from the task of composing, and that for many students the correction of typographical errors was a persistent interruption of their composing with a computer. Conclusions include the recommendation that a specialized pedagogy be developed to guide the teaching of writing with a computer. (Thirty-seven tables are included and 60 references are provided. Fifteen appendixes include instructions for the pre- and posttests; the rhetorical instrument used; tables of comparative data; and an interview protocol and questionnaire. (SR)

ED 298 550 CS 506 321

Wimmer, Kurt A.
Deregulation and the Future of Pluralism in the Mass Media: The Prospects for Positive Policy Reform.
PUB DATE- Jul 88
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Industry; Cultural Pluralism; *Federal Regulation; *Mass Media; Media Research; *Minority Groups; *Programing (Broadcast)
IDENTIFIERS- *Deregulation; *Federal Communications Commission; Media Government Relationship; Television Access
The concept of "deregulation" of the broadcast media has dominated the regulatory landscape for the past decade, inexorably altering the range of possibilities available for racial and ethnic pluralism in the mass media. Deregulation has created a regulatory atmosphere in which the permissibility of regulation is judged by whether the regulation addresses a market failure that cannot be remedied by reliance on marketplace forces without governmental intervention. The experience of broadcast regulation in the 1980s demonstrates that racial and ethnic access to the broadcast media is not fostered by marketplace forces. Rather, the decimation of prior regulatory mechanisms designed to ensure minority access to the media has resulted in a market that has not produced minority-oriented programming. In the face of a broad-based market failure, it is appropriate to consider renewed regulation to foster racial and ethnic pluralism in the media. Policies that are likely to gain approval in the current regulatory atmosphere are those that incorporate the rhetoric introduced into the regulatory vocabulary by advocates of deregulation. Certain policies have survived largely because of their attractiveness to majority as well as minority elements in the broadcast industry. Other preferences that are substantially endangered, such as comparative licensing preferences for minorities, may be preserved but are not likely to be expanded. New solutions for minority programming access could include renewed public participation in licensing and review of market failures, public interest tax credits, and mandated access to minority elements of the broadcast audience. (Eighty-three references are attached.) (RAE)

ED 298 564 CS 506 336

Sanacore, Joseph
Improving Oral Communication by Focusing on Audience.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; *Communication Skills; Elementary Secondary Education; Reading Writing Relationship; *Speech Communication; Teaching Methods
IDENTIFIERS- *Audience Awareness; Communication Behavior

Effective speakers often think about their audience as they organize and articulate ideas. This important link between speaker and listener should be supported in classrooms throughout the school year. Teachers can foster this development by motivating speakers to interact with others and by encouraging individuals to make inferences concerning the subtleties of audiences' backgrounds. As children become more sensitive to the speaker-listener relationship, they will realize the overlap to the writer-reader context. This awareness demonstrates to students that the broadly based language arts are a better source of support than is isolated fragmentation. Children need direct exposure to activities that guide them to think more specifically about their intended listeners. Teachers can form intraclass groups and motivate speakers to interact with other students by: (1) modeling the intended behaviors of the audience; (2) observing students to determine how well they apply the newly learned behaviors; (3) providing students with much guided practice until they demonstrate facility with reading outlines and drafts of speeches and making pertinent comments; and (4) guiding students to communicate to a unique public, such as pre-school children. (A list of Considerations for Supporting the Speaker-Listener Relationship is attached.) (RAE)

ED 298 654 EA 020 331

Splittgerber, Fredric L.; Stirzaker, Norbert A.
An Organizational Mosaic for the Future of Public Education.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Birmingham, AL, November 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; *Educational Trends; Elementary Secondary Education; Federal Regulation; Government Role; *Participative Decision Making; Postsecondary Education; *Problem Solving; *Public Education; School Role; State Legislation
IDENTIFIERS- *Southern Regional Council
The purpose of this paper is to explore the idea of how various interests representing public education can be brought into a collaborative alliance. Within this paper, a rationale for a collaborative alliance is analyzed by exploring the degree to which the implications of federal and state regulations and mandates have restricted the creativity and flexibility of public education. The paper explores, first, the implications for educaton by reviewing national and state trends and the education profession's role; second, who is qualified to speak for education and what are the common issues in public education; third, a rationale for cooperation and an alliance; fourth, the role of higher education; and fifth, the role of the Southern Regional Council on Educational Administration. Ten references are included. (SI)

ED 298 354 CE 050 974

Oregon Women. A Report on Their Education, Employment and Economic Status.
Oregon State Dept. of Education, Salem.
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Day Care; Demography; Displaced Homemakers; Early Parenthood; *Economic Status; *Educational Attainment; *Employment Level; *Employment Patterns; *Family Characteristics; *Females; National Norms; Postsecondary Education; Poverty; Salary Wage Differentials; Secondary Education; State Norms
IDENTIFIERS- *Oregon

The greatest percentage of increase for women participating in the labor force in Oregon was among those between the ages of 25 and 44. The percentage of women with some postsecondary education has more than doubled in two generations. Women now represent 47 percent of full-time postsecondary students in Oregon. Fifty-seven percent of the state's female adults are married, 20 percent have never married, 11 percent are widowed, and 12 percent are divorced or separated. Since 1970, the number of births to Oregon teenagers has more than doubled (from 8 percent in 1970 to 19 percent in 1985). Female-headed families represent 11 percent of total households in Oregon, and women represent over 44 percent of the state's labor force. Sixty-seven percent of unmarried mothers of three- to five-year-olds and 81 percent of unmarried mothers of school age children are in the work force. Fifty-four percent of Oregon families are supported by two or more wage earners. Oregon men and women continue to work in traditionally sex-typed occupations, with males being paid more in every occupation (even in those that are predominantly female). Women employed full-time earned an average of $9,955 compared with $17,505 for their male counterparts, and families maintained by women are the most vulnerable to poverty. (This document provides 37 statistical tables and figures.) (MN)

ED 298 592 CS 506 366

Murray, Joel K.; Bowman, Michael S.
The Desire for Structure: A Deconstructive Analysis of "Desire under the Elms."
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Drama; *Literary Criticism; Mythology; Text Structure; United States Literature
IDENTIFIERS- *Deconstructionism; Oedipal Conflict
A brief reading of "Desire under the Elms" by Eugene O'Neill illustrates how a conventional Oedipal reading of the playscript opens up spaces within the text for deconstructive free-play. In this case, a tension is identified and foregrounded between this conventional application of the Oedipal complex and Freud's interpretation of the Oedipal complex, based upon a literal reading of Freud. The key play of difference is found in the opposition between pleasure and perfection, desire and structure. Hence the pleasurable becomes different from itself; it is deferred, delayed, and scattered. It is given movement by proto-writing--by the reader's inability to say what she/he means, or mean what she/he says. Because proto-writing is forever operable, new spaces are opened up with each "new" interpretation; the chain of substitution is virtually endless. (RAE)

ED 298 623 EA 020 282

Poppleton, Pam; Riseborough, George
Teaching in the UK in the Mid-1980s: Secondary Teachers' Perceptions of Their Working Conditions, Roles, Classroom Practices, and Work Satisfactions.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Based on earlier research funded by the Economic and Social Research Council.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Job Satisfaction; Occupational Information; Occupational Surveys; *Quality of Working Life; Secondary Education; Teacher Attitudes; *Teacher Characteristics; *Teacher Role; *Work Environment
IDENTIFIERS- *England
A survey on the perceptions about the working conditions, roles, and job satisfaction of 686 secondary school teachers working in the north of England are reported and discussed in this paper. This represents one part of a comprehensive project that explores the relationships between work experiences and teacher characteristics. Questionnaires were given to the sample population to explore 2 facet-free and 13 facet-specific measures. The sample represents 20 schools selected to represent school ages, socioeconomic factors, and school sizes. The most powerful predictors of overall job satisfaction were the perceived quality of classroom relationships and the challenges experienced in their work. In addition, this was also related to a short span of teaching experience. One other factor, that of the effect of management policies on teacher morale, seems to have made a difference in the overall level of teacher morale. Appendices include the references and charts representing the data. (LMS)

ED 298 638 EA 020 309

Fulton, Rodney D.
An Overview of the Research on Physical Learning Environments.
PUB DATE- Aug 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; *Architectural Research; Environmental Influences; Environmental Research; *Learning; Literature Reviews; *Physical Environment; Postsecondary Education
IDENTIFIERS- *Montana State University
An overview of literature on research dealing with adult learning and the physical environment discusses three elements of the research: (1) the reductionistic approaches; (2) the notable exceptions; and (3) the functional environment. Conclusions are made regarding the future direction of research involving adult learning and the physical environment. Includes 18 references. (SI)

ED 298 270 CE 050 767

Banziger, George
"Teaching Old Dogs New Tricks": The ELDERSCHOLAR Program.
PUB DATE- 24 Sep 88
NOTE- 9p.; Paper presented at the Ohio-West Virginia Adult Education Conference (Marietta, OH, September 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Programs; *Community Education; *Enrichment Activities; *Noncredit Courses; *Older Adults; Student Interests
IDENTIFIERS- *Elderscholar Program
The Elderscholar program was initiated in Marietta, Ohio, in the spring of 1988 as a special noncredit program for learners over the age of 55. Ten courses (two at each of five time slots) were offered for 50-minute periods on six consecutive Fridays. Courses were offered in creative writing, religions of the world, modern literature, microcomputers, Marietta (Ohio) history, travel options, drawing, antiques and collectibles, financial planning, and health and nutrition. Topics were based on a survey completed by over 200 older adults. Community members who had been identified as experts on these topics served as instructors. Despite limited publicity, the Elderscholar classes attracted 40 enrollees. Ninety-four percent of those who participated in the classes indicated that they would participate in the program again. The program is being offered twice during the 1988-89 academic year. (MN)

ED 298 284 CE 050 792

Hanley, Penelope
Youth Enterprise: A Resource Bibliography.
National Clearinghouse on Local Employment Initiatives, Canberra (Australia).
REPORT NO.- ISBN-0-959-2146-66
PUB DATE- 88
NOTE- 109p.
AVAILABLE FROM- National Clearinghouse on Local Employment Initiatives, c/o Work Resources Centre, GPO Box 4, Canberra, 2601 Australia ($9.00 Australian).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Administration; *Business Education; Curriculum Development; *Entrepreneurship; Foreign Countries; High Schools; *Small Businesses; Unemployment; Youth Employment
IDENTIFIERS- Australia
The annotated entries in this bibliography provide access to resources dealing with the theory and practice of selected issues relating to entrepreneurial activities in high schools. It is divided into three sections: monographs, serial articles, and audiovisual and other materials (videotapes, films, kits, games, simulations). Entries listed in each section are organized into categories, ordered from the general to the specific. Each entry for a printed resource contains these components: author(s), title, publisher and date of publication, pagination, price, and brief description of contents. Accession numbers are given for those documents available from the ERIC Document Reproduction Service. Information provided for videotapes and films includes title, producer and date of production, length (time), and brief description. Similar information and source and price are also provided for kits, games, and simulations. A listing of sources of the resources concludes the bibliography. (YLB)

ED 298 298 CE 050 846

Clerical Cluster, STEP Training Plan. Skills Training and Education Program.
Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE- Aug 88
NOTE- 309p.; For a related document, see CE 050 847.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bookkeeping; Classroom Techniques; *Clerical Occupations; Course Content; Course Organization; Data Processing; Employment Programs; *Job Skills; *Job Training; Keyboarding (Data Entry); Lesson Plans; Mathematics Instruction; *Office Machines; *Office Occupations Education; Postsecondary Education; Shorthand; Skill Development; Teaching Methods; Writing Instruction
IDENTIFIERS- Job Training Partnership Act 1982; STEP Program

This guide is a training plan for the clerical skills cluster of the Skills Training and Education Program (STEP), an open-entry, open-exit program funded by the Job Training Partnership Act (JTPA). In the STEP training plan, each task has its own lesson plan guide. This manual contains the following information: definitions, instructions for completing the competency chart, instructions for using the lesson plan guide, training course outline, list of modules and tasks, task assignment by exit occupations, lesson plan guides, and references and materials. The lesson plan guides, which make up the bulk of the document, include information on module, task, performance objective, performance guide, reference materials, audiovisuals, performance assignment, instructor evaluation, and learning activities. They are organized in 10 modules that cover orientation; composition skills; math, calculator/numeric keypad operations; office procedures; formatting/keyboarding operations; bookkeeping/accounting operations; shorthand/speedwriting and transcription operations; orientation to word processing and data processing; word processing operations; and data processing operations. Appendixes contain a pre-test statement, an outline of job demand characteristics and occupational group arrangements, and a competency chart. (KC)

ED 298 312 CE 050 876

Mauter, Margaret A.
Teaching Higher Order Thinking Skills: Implications for Vocational-Technical Education.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Decision Making; Fused Curriculum; *Information Processing; *Problem Solving; Secondary Education; *Technical Education; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Thinking Skills

The expanding needs and growing expectations of employers make it very clear that vocational-technical education must give concentrated attention to critical thinking, problem solving, and decision making. The impetus for today's higher-order thinking skills movement can be traced to a number of sources, most of which gained prominence during the first half of the 1980s. There is no single, generally accepted definition of the term "higher-order thinking skills." However, a review of the pertinent literature indicates that this broad term includes the following: critical thinking, creative thinking, problem solving, decision making, and reasoning. Much of the research on information-processing and learning styles complements other research being done in areas related to higher-order thinking skills: intelligence, competence, comprehension, and creativity. Not only must educators understand the general nature of the cognitive process involved in higher-order thinking, but they must also consider the conditions and factors that influence these processes among individual students. By following a series of recommendations, vocational administrators and teachers can transform vocational education into an exemplary teaching and learning laboratory for the development of higher-order thinking skills. (MN)

ED 298 383 CG 021 064

Pence, Sonya L.; And Others
Evaluation of the Effectiveness of Crisis Lines in Reaching Adolescent Suicide Attempters.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Counseling Services; *Crisis Intervention; Depression (Psychology); *Friendship; Helping Relationship; *High Risk Persons; High Schools; High School Students; *Hotlines (Public); Prevention; *Suicide; Use Studies
IDENTIFIERS- *Adolescent Suicide
To evaluate the effectiveness of telephone crisis lines in reaching adolescents at risk for suicide, questionnaires were administered to 1,000 tenth grade students in a medium-sized southeastern city. A total of 837 questionnaires were completed. Questions concerned psychosocial background, symptoms of depression, suicide awareness, and attitudes toward crisis lines. Of the 11.6% of students who reported having attempted suicide, 41% said they would call a crisis line service for help. In comparison, 37.3% of students without a history of suicide attempt said they would use this service. While a majority of respondents said they would not call a crisis line service, a significant percentage of students (56.9%) reported that they would first confide their suicidal intentions to a friend. The most common reasons students gave for not calling a crisis line was that they did not want to talk to a stranger. In addition, there was a general lack of knowledge about the existence of the crisis line service, its purpose, confidentiality of calls, and policies concerning the use of tracing procedures. These findings support the need for a school-based suicide education and prevention program that could both publicize the crisis line service and teach adolescents how to help a suicidal friend. (NB)

ED 298 398 CG 021 079

Stacy, Lauri L.
The Effects of Pornography on Aggressive Behavior.
PUB DATE- May 88
NOTE- 37p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Pornography; Sexuality; *Violence
This document reviews existing empirical research on the effect of pornography on aggressive behavior. Two types of pornography are distinguished: aggressive pornography and non-aggressive pornography. Conclusions drawn from the research review are presented, including: (1) aggressive pornograpy consistently increases aggressive attitudes and behaviors; (2) the effect of non-aggressive pornography is not as consistent as the effect of aggressive pornography; (3) non-aggressive pornography can have either an inhibiting or a facilitating effect on aggression due to the type of pornography used; (4) soft pornography showing sexual activity facilitates aggression; and (5) soft pornography using still photographs inhibits aggression. The review concludes that society needs to participate in evaluating and studying the effects of all mass media, including pornography; current research on pornography and on violence indicates that what individuals view does have an effect on them; better research is needed to pinpoint the effects of various kinds of pornography more precisely. (Author/ABL)

ED 298 413 CG 021 095

Farber, Eugene W.; Burge-Callaway, Katherine G.
Differences in Anger, Hostility, and Interpersonal Aggressiveness in Type A and Type B Adolescents.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; *Anger; Behavior Patterns; Comparative Analysis; *Hostility; *Interpersonal Relationship; Males; Personality Traits
IDENTIFIERS- *Type A Behavior; *Type B Behavior
Research has revealed a considerable degree of stability of Type A behavior from adolescence to adulthood. Other research has reported an association between anger and certain dimensions of cardiovascular risk in adolescent subjects. Such findings suggest that further study of the Type A phenomenon as it is expressed in adolescents may enhance current understanding of coronary prone behavior and may provide a means through which to identify Type A patterns early enough in the lifespan to introduce preventive strategies when needed. This study sought to describe the experience and expression of anger, hostility, and interpersonal aggressiveness in 19 Type A and 11 Type B adolescent males. Subjects completed the Adolescent Structured Interview, the State-Trait Anger Scale, and the Interpersonal Behavior Survey. The results revealed no significant differences between Type A's and Type B's on self-report measures of global anger and aggressiveness, and no significant relationship between interpersonal hostility and self-confidence for Type A's or Type B's. Type A's were found to be more likely than Type B's to lose their temper and to act in physically aggressive, verbally aggressive, and passive aggressive ways. (Author/NB)

ED 298 427 CG 021 109

Sullivan, Michael
A Comparative Analysis of Drop-outs and Non Drop-outs in Ontario Secondary Schools. A Report to the Ontario Study of the Relevance of Education and the Issue of Dropouts. Student Retention and Transition Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-3790-7
PUB DATE- 88
NOTE- 76p.; For the other reports in this series, see CG 021 107-108.
CONTRACT- 1094-ON04527
AVAILABLE FROM- MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada, M7A1N8 ($4.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Academic Persistence; *Comparative Analysis; *Dropouts; Foreign Countries; Public Schools; Secondary Education; *Secondary School Students
IDENTIFIERS- Ontario
This report analyzes attitudinal and situational differences between dropouts and non-dropouts from Ontario's secondary school system. The analysis is based on the results of telephone interviews with 1,400 Ontario residents who attended secondary school in the province and who were between the ages of 18 and 30, 700 of whom dropped out of school before graduation and 700 of whom graduated from high school. Two hundred of the dropouts and 200 of the graduates comprised a special subsample of Franco-Ontarians; data for this subsample is examined separately in the report. The report is divided into 10 sections. Part 1, Introduction, discusses research limitations and describes characteristics of the sample. Part 2 examines family and demographic background. Part 3 looks at the consequences of dropping out in the areas of employment, occupation and income, gender differences in occupation and income, and marital status. Part 4 discusses attitudes toward education. Part 5 looks at the types of schools attended by respondents, the courses they took, and their grades. Part 6 considers the situation and attitudes of dropouts and part 7 looks at the dropouts' later education experiences. Part 8 describes the non-dropouts. Part 9 examines family structure and support. A summary and discussion are included in part 10. (NB)

ED 298 458 CS 009 310

Evaluation of the First Grade Pilot of Success in Beginning Reading and Writing Part 2, 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 44p.; For part 1 of this evaluation, see CS 009 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; Educational Philosophy; Grade 1; Primary Education; *Program Evaluation; Reading Materials; *Reading Programs; Reading Writing Relationship; Test Interpretation; Test Norms; Writing Skills
IDENTIFIERS- *Beginning Writing; *Success in Beginning Reading and Writing

A study evaluated the effectiveness of the Success in Beginning Reading and Writing (SBRW) program which is based on the philosophy that children should be taught to read and write using materials they will rely on later in life. Subjects, 59 students involved in the SBRW program, were given the California Achievement Tests as pre- and posttests. Pretests indicated that the pilot students scored below national norms in all subtest areas. Posttest results indicated that pupils in the SBRW program fell behind the growth rate of students taking the CAT in all four subtest areas (reading vocabulary, reading comprehension, reading total, and language expression). Scores on the reading vocabulary and reading total posttests actually declined for students in the SBRW program. (RS)

ED 298 474 CS 009 333

Implementation Handbook for the Comprehensive Reading Program.
Chicago Board of Education, Ill.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Program Guides; *Program Implementation; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; Remedial Reading
IDENTIFIERS- Chicago Public Schools IL; Education Consolidation and Improvement Act 1981

This handbook describes the procedures for implementing the Comprehensive Reading Program of the Chicago Public Schools, a reading program for all students in kindergarten through grade 8 which is consistent with the goals established by the Illinois State Board of Education. Intended as a guide for staff and as an aid in staff development activities, the handbook is designed to serve as a basis for implementation of the regular reading program as well as programs of reading instruction for special education students, limited-English-proficient students, and students in the Education Consolidation and Improvement Act Chapter 1 and other funded programs. The handbook presents the expected learning objectives, program components, implementation procedures (including placement, reading time allotment, grouping for instruction, instructional strategies and materials, and the role of the library program), and the management and monitoring system for each level. (MM)

ED 298 490 CS 211 455

Hunt, Gary T.; Seng, Michael P.
Government-Press Relations in Nigeria: Conflict and Confrontation, 1880-1987.
PUB DATE- Jul 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Current Events; Foreign Countries; *Freedom of Information; *Freedom of Speech; Journalism History; *Mass Media Role; Media Research; *News Media; *Political Power
IDENTIFIERS- *Media Government Relationship; *Nigeria; Oppression
An independent, critical press has been active in Nigeria for a century. Most newspapers are privately owned and publish a range of news and commentary, often critical of the government. The history of the relations between the press and the government during the century, and particularly during the 20 months of rule by the Mohammedu Buhari regime (1984-1985) when the status of an independent press was threatened by actions taken by the government, deserves attention. During the colonial period, the Nigerian press attacked the British on issues of land rights, citizenship rights, and local representation in decision making. The press played a vital role in helping Nigeria achieve independence in 1960. At this time, there are 20-plus daily and weekly newspapers published in the country. Unlike most African countries where the government owns the single newspaper, most of the papers in Nigeria are published by individuals. Beyond mere watchdogs of the government, several Nigerian papers are legitimate competitors of the government for national influence. Historically, relations between the government and press have been strained. During the Buhari, regime, relations broke down entirely. In April 1984, the government enacted Decree 4, which punished both newspapers and reporters who published stories which embarrassed the military leadership or were not accurate. Two reporters were arrested, tried, and convicted for publishing a story which contained one inaccuracy. The historical resiliency of the Nigerian press may be tested severely as the nation moves toward a Third Republic. (One hundred and ten notes are included.) (RAE)

ED 298 608 EA 020 227

Hill, Richard L.; And Others
An Assessment of the Fact Finding Process and an Evaluation of the Services Provided by the North Dakota Fact Finding Commission.
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
SPONS. AGENCY- North Dakota State Board of Higher Education, Bismarck.
PUB DATE- May 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Arbitration; *Collective Bargaining; Elementary Secondary Education; Employer Employee Relationship; *Labor Problems; *Labor Relations; *Negotiation Impasses; Surveys; Teacher Attitudes
IDENTIFIERS- *Fact Finding; North Dakota; *North Dakota Fact Finding Commission

During the 17-year history of the North Dakota teachers' bargaining law, local education associations and local school boards have negotiated to an impasse and have requested the assistance of the North Dakota Fact Finding Commission on 142 occasions. The present study is a systematic effort to assess perceptions of teachers' associations and boards regarding the services of the Fact Finding Commission. School administrators and negotiators representing the association and board who had participated in the commission's hearings during a 5-year period prior to October 1987 were surveyed by mail in the fall of 1987. The survey instrument solicited perceptions about the law, the process, and the results of the process. After a brief contextual statement, the North Dakota data are reported and analyzed and implications for state statute and process are then suggested. The report next examines the literature on the subject of fact-finding, and concludes with a discussion of prospects for future deliberations in North Dakota and elsewhere. (TE)

ED 298 340 CE 050 929

Irrigation Systems. Student's Guide.
Amarillo Coll., Tex.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 88
NOTE- 334p.; For a related instructor's guide, see CE 050 928.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Agricultural Education; Design; Equipment Utilization; Fluid Mechanics; Hydraulics; Landscaping; *Ornamental Horticulture Occupations; Postsecondary Education; *Site Development; *Turf Management; Vocational Education; *Water
IDENTIFIERS- *Irrigation; *Irrigation Systems; Texas

This guide is intended for use by individuals preparing for a career in commercial and residential irrigation. The materials included are geared toward students who have had some experience in the irrigation business; they are intended to be presented in 10 six-hour sessions. The first two sections deal with using this guide and preparing for the licensed irrigator's exam. The following topics are covered in the individual lessons: irrigation then and now; procedures for controlling water flow (water meters and cross connections, valves, controllers and electrical wiring); methods of controlling water placement (piping and sprinkler types and nozzles); layout and design (design basics, basics of hydraulics, and procedures for developing a design and checking it mathematically); drip irrigation; and irrigation considerations. Each lesson includes an overview, definition(s), instructional text, and a subject review exercise. Drawing and laboratory exercises are also provided. Appendixes contain the text of Texas's Licensed Irrigators Act and Permanent Rules for Irrigators, examples of local codes, common terminology of the turf irrigation industry, and an index. (MN)

ED 298 369 CG 021 049

Maiden, Robert J.; Peterson, Steven A.
The Rural Oldest-Old and Their Program Needs.
PUB DATE- 25 Aug 87
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Delivery Systems; Economic Status; *Frail Elderly; *Individual Needs; *Older Adults; *Rural Population; Social Status; Use Studies

Although the oldest-old are the fastest growing segment in the rural population, little is known about their social and economic needs, their awareness of social programs, or their use of social services. This study was conducted to assess the social, economic, and health needs of the oldest-old (over the age of 85 years) as compared to those of the old-old (ages 75-84) and the young-old (60-74) in rural upstate New York. A proportionate stratified cluster sample of older adults (N=456) were interviewed. Factors that might be predictive of program use, such as the respondent's awareness of the program, involvement or participation in groups, level of need, years of education, and control over one's life were examined. Analysis of variance showed that, compared to younger elderly respondents, the oldest-old respondents had the greatest social and economic need and were least likely to actually use programs. These findings have important implications for agencies at all levels of government responsible for the delivery of services and programs aimed at the well-being of the aged. (Author/NB)

ED 298 443 CS 009 288

Harlin, Rebecca; Lipa, Sally
Literacy Assessment: Does Task Format Make a Difference?
PUB DATE- 25 Feb 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *High Risk Students; Literacy; Primary Education; *Reading Achievement; *Test Reliability; *Test Validity
IDENTIFIERS- Emergent Literacy; *Language Delayed; Print Awareness
A study examined the effectiveness of both the informal and standardized readiness measures in predicting the literacy development of both normal first grade subjects and high-risk, language-delayed primary children. Subjects, 60 first grade and 27 language-delayed children were given three informal literacy measures, the "Writing Vocabulary Test," the "Concepts About Print Test (CAP)," and the "Sentence Dictation Test," as well as a standardized readiness battery, the "Metropolitan Readiness Test (MRT)," and the "Peabody Picture Vocabulary Test (PPVT)," a langusge awareness measure. Data were analyzed using Pearson-product-moment correlations, linear, and multiple regression analyses. Results showed that the informal literacy measures were the best predictors of both the reading achievement of the first graders on the "Stanford Achievement Tests," and the high-risk, language-delayed subjects' scores on Clay's "Letter Identification Test." (Two tables of data are included and 20 references are attached.) (RAE)

ED 298 521 CS 211 488

Mazzio, Frank
Study Skills: Report 5. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 40p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; Learning Strategies; Skill Development; State Standards; *Student Evaluation; *Study Skills

This report provides suggestions on how a language arts study skills assessment program could be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of Common Curriculum Goals that relate to study skills; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of study skills assessment sources; and (5) sample study skills assessment tools and procedures. (RS)

ED 298 579 CS 506 351

Gilbert, Kathy; Schleuder, Joan
Effects of Color Complexity in Still Photographs on Mental Effort and Memory.
PUB DATE- Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Color; *Difficulty Level; Higher Education; Media Research; *Memory; *Photographs; *Photojournalism; Visual Discrimination; Visual Perception
IDENTIFIERS- Captioned Media; *Color Photography; *Still Photography
For each work assignment, photojournalists must decide whether to use black-and-white or color film and how to frame the picture. These decisions are considered crucial, yet little is known about how the presence of color and design complexity affect how people process the information in photographs. A study tested whether color and design simplicity affect the amount of mental effort required to make sense of a photographic image and looked at the effect of color and simplicity on viewer memory for still images. Forty photographs were videotaped in both black-and-white and color, and a set of brief captions describing each photograph was created to accompany the photographs. The matching task was constructed so that subjects saw congruent pairs 50% of the time and noncongruent pairs 50% of the time. Subjects, 52 students enrolled in a communication course at a major university, participated in the study for course credit. Twenty-six were randomly assigned to the color viewing condition and 26 were assigned to the black-and-white condition. The object was to determine if the students would match captions with photographic content for color photographs more quickly than for black-and-white photographs. Results indicated that color is an important perceptual feature that facilitates the processing of a photographic message. The implications of this result for photojournalists suggest that color film may be the proper choice when it is important to facilitate viewer processing of photographic information. Complexity manipulation did not significantly affect the mental effort required to process a photograph. (One figure is included, and 47 references are appended.) (MS)

ED 298 593 CS 506 367

Murray, Joel K.
Je Lis, Tu Lis, Il, Elle Lit a Preface to "A Streetcar Named Desire": Beyond the Preservation Principle.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drama; *Literary Criticism; United States Literature
IDENTIFIERS- *Streetcar Named Desire (Williams)

The location of tension in the text of "A Streetcar Named Desire" is accomplished by close readings of traditional sources, particularly notes on Kazan's "Production"; Williams' thoughts on his script and Kazan's "Production"; and Williams' personal relationships. By logical twists the analysis supports, in this case, the opposite of tradition. The "Streetcar" "text," which includes all "things" almost non-existently connected with it, produces traces which are re-written into spaces located by the disruptive play of difference. (Sixteen endnotes are included.) (RAE)

ED 298 639 EA 020 311

Hughes, Orval D.
The American Public Schools and the Department of Defense Dependent Schools: A Comparison Study.
New Mexico Highlands Univ., Las Vegas.
PUB DATE- 25 Sep 84
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Administrator Attitudes; Elementary Secondary Education; Parent Attitudes; Parent School Relationship; *Public Schools; Teacher Attitudes
IDENTIFIERS- *Dependents Schools; New Mexico; New York; *West Germany
The primary purpose of this study is to investigate and identify possible factors that might be operating in the Department of Defense Dependent Schools (DoDDS) system and that seemingly lead to academic superiority when compared to American public schools. Data obtained addressed the perceptions of parents, teachers, and administrators on issues affecting school practices both in the American public school setting and in DoDDS-Germany. This study examined input variables, including the governance matters that influence such outcomes. The format of the report includes (1) a discussion of the national reports and how these have triggered state-level responses in both New Mexico and New York; (2) a brief overview of the governance structures in New York State, New Mexico, and DoDDS-Germany; (3) an analysis of the data obtained on the comparison surveys; (4) a statement of conclusion; and (5) recommendations. The appendix contains a log of DoDDS-Germany activities, four survey instruments, and 14 references. (SI)

ED 298 655

EA 020 332

Laubscher, Santie
The Significance of Participation in Extramural Activities: An Annotated Bibliography.
PUB DATE- Apr 88
NOTE- 33p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Decision Making; Ethnicity; *Extracurricular Activities; *Human Relations; *Learning Activities; Moral Development; Persistence; School Size; *Secondary Education; Student Participation
This annotated bibliography of 29 citations deals with the significance of extracurricular activities in the total educational process. There is a strong correlation between student involvement in extracurricular activities at the high school level and adult nonacademic achievement in later life. Aspects reported to be positively influenced by student participation are: (1) persistence; (2) academic achievement; (3) career planning; (4) human relationships; and (5) moral development. Ethnicity, school size, and exclusion were identified as three important factors influencing students' participation. Four case studies are included to illustrate the importance of extracurricular involvement in different situations for students as well as people outside the school structure. (SI)

ED 298 256 CE 050 733

Barltrop, Jenny
From School to Work: Choosing and Planning a Career. A Report of the Mount Druitt Longitudinal Study.
Macquarie Univ., North Ryde (Australia). School of Education.
SPONS. AGENCY- New South Wales Dept. of Education, Sydney (Australia).
PUB DATE- Mar 88
NOTE- 54p.; For related documents, see CE 050 732-734.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; Career Education; *Career Planning; *Economically Disadvantaged; Educational Research; Education Work Relationship; Foreign Countries; High Schools; Longitudinal Studies; *Occupational Information; Parent Influence; Student Attitudes; Teacher Influence
IDENTIFIERS- *Australia; *Mount Druitt Longitudinal Study

A study explored issues regarding job choice and the types of career information available in relation to a sample of Year 9 high school students in Sydney, Australia. Another objective was to determine the impact of gender, level of academic achievement, and degree of social disadvantage upon the choices made and the career information obtained by these students. Twenty-four students from each of three Mount Druitt high schools and 24 from each of two contrast schools were involved in semistructured interviews to obtain data. (These students were a subsample of approximately 650 Year 9 students who had participated in the Mount Druitt Longitudinal Study.) Results indicated that nearly all the students had made some sort of decision about a career direction. More students tended to move toward jobs on the basis of circumstance than by a matching-selection process. Students indicated they had selected a job because they knew someone who did the job, someone else had suggested it, or a relative or close friend was occupied in the job. Only 40 percent chose the job because it was appropriate to their skills or interest, and a large number of these had assumed their interests had automatically implied a career. Social disadvantage had relatively little impact on the career development of students. In contrast, gender and achievement level did have an impact. Just under 40 percent showed a reasonable amount of career information. The greatest source of information was parents; teachers also provided some information. (The interview schedule is appended.) (YLB)

ED 298 326 CE 050 900

A Combined Model for Program Vitality Assessment and Socioeconomic Impact Analysis. Study's Findings. Annotated Bibliography (State-of-the-Art).
Texas Southern Univ., Houston.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 88
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Educational Resources; Evaluation Criteria; *Models; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Socioeconomic Influences; Vocational Education

This document contains both the findings and recommendations from a study conducted to develop a combined model for program vitality assessment and socioeconomic impact analysis of vocational programs in public postsecondary institutions in Texas, and an annotated bibliography resulting from the project. The principal findings of the study were as follows: (1) the utility of the Program Vitality Assessment and Socioeconomic Impact Model (PVASIA) and the prototype assessment lies in determining the reliability and validity of data elements, including the variables and performance measures contained in it; (2) in determining the economic impact of programs, the findings indicate that impacts such as reduced unemployment, improved health services, and improved productivity were perceived as more important than the input and output variables involving program dollar expenditures. Further testing of the model was recommended. The annotated bibliography includes research studies found through an Educational Resources Information Center (ERIC) search and other sources. Complete bibliographic information and abstracts of the sources cited are provided. (KC)

ED 298 355 CE 050 995

Holmberg, Borje
Perspectives of Research on Distance Education.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jun 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational History; *Educational Research; Foreign Countries; *Research Design; *Research Methodology
The history of research on distance education was studied. Major research done on distance education in such diverse areas as the United States, Venezuela, and Europe was analyzed. It was discovered that the earliest attempts to develop theories of distance education were mainly concerned with identifying its very concept. Like most educational research, studies of distance education were, from the outset, based both on intellectual inquisitiveness and practical requirements. During the 1970s and 1980s (when distance education research seems to have come of age), most research emanated from distance education organizations. Many studies were carried out in the planning stage in anticipation of the needs of new distance teaching organizations. Statistical studies seemed to dominate for a long time. Inductive methods were often used. An articulated discipline of research on distance education should include attention to the following areas: the philosophy and theory of distance education, the characteristics and attitudes of distance students, subject-matter presentation, interaction between students and supporting organizations, administration and organization, economics, systems, and history. (MN)

ED 298 399 CG 021 080

Salili, Farideh
Age, Sex, and Cultural Differences in the Meaning of Achievement.
PUB DATE- Aug 87
NOTE- 50p.; A summary of this paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Age Differences; College Students; *Cultural Differences; Foreign Countries; Higher Education; High Schools; High School Students; Non Western Civilization; Religious Differences; *Social Differences; *Values; Western Civilization
IDENTIFIERS- *Hong Kong
This study explored variations in the meaning and psychological dimensions of achievement among people of different ages, sexes, and cultures. Subjects were 504 male and female British and Chinese students aged 13-55 in Hong Kong. Repertory grid technique was used to elicit success situations and related constructs. A group grid was then constructed and administered to the subjects. Results revealed two major types of achievement situations (affiliative and individualistic/competitive) and three major dimensions of achievement (outcome/emotional state, instrumental activity, and causal attribution). While these dimensions were the same for all, significant differences were found between groups on importance attached to success situations. Overall, success in family social life appeared to be the most important category of success for all, although British females perceived this category to be more important than did male subjects. Results suggest that affiliative goals may be more important among westerners than has been stated in the literature. Effort, self-control, hard work, industriousness, and ability were related to achievement for all groups suggesting that these might be universal human values, and not necessarily the Protestant work ethic. (Author/ABL)

ED 298 459 CS 009 311

Niles, Jerome A., Ed.; Lalik, Rosary V., Ed.
Solving Problems in Literacy: Learners, Teachers, and Researchers. Yearbook of the National Reading Conference (35th, San Diego, California, December 3-7, 1985).
National Reading Conference, Inc.
PUB DATE- 86
NOTE- 422p.
AVAILABLE FROM- National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Literacy; *Metacognition; *Reading Comprehension; *Reading Instruction; Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- *Emergent Literacy

Representative titles from the 59 articles published in this yearbook include: "Becoming a Nation of Readers: Reactions from the Media" (L. H. Ringler); "Extracting Important Information from Text" (J. P. Williams); "The Effects of Reading Instruction on the Restructuring Process" (C. J. Gordon and B. J. Rennie); "Prior Knowledge Activation in Refutation and Non-Refutation Text" (C. R. Hynd and D. E. Alvermann); "Retelling: A Strategy for Reading Instruction and Assessment" (L. M. Morrow and others); "A Test of Three Positions Posed to Explain the Relation between Word Knowledge and Comprehension" (D. G. O'Brien); "The Effect of Vocabulary Instruction on Interpreting Metaphor" (J. E. Readence and others); "Predictions and the Limiting Effects of Prequestions" (T. Shanahan); "Spelling Ability and Reading Fluency" (J. Zutell and T. Rasinski); "Discussion Versus Recitation in the Secondary Classroom" (D. E. Alvermann); "Teacher Beliefs as Instructional Influences" (C. K. Kinzer and D. A. Carrick); "Influences on Teachers' Decision-Making in Selecting Reading Textbooks" (D. A. Powell); "Factors Which Enhance or Inhibit Complex Teacher Change" (L. Roehler and J. Putnam); "Teachers' Verbal Behaviors: A Window to the Teaching Process" (N. D. Padak); "Inferences: A Window to Comprehension" (B. C. Wilkerson); "A Conference Approach to the Development of Metacognitive Strategies" (C. Braun and others); "Literacy as a Collaborative Experience: The Role of Intertextuality" (K. G. Short); "Detection of Inconsistencies by Reflective and Impulsive Seventh-Grade Readers" (S. A. Stahl and others); "The Relationships between Measures of Concept of Written Word" (M. W. Johnson and others); "Parent-Child Reading Interactions: The Importance of Nonverbal Behavior" (C. P. Panofsky); "The Concept of Word in Young Children: Tacit and Explicit Awareness of Children at Different Operational Levels" (B. R. Spencer); "The Effects of Different Audiences on Young Writers' Letter Writing" (M. E. Greenlee and others); "Originality and Imitation in the Work and Consciousness of an Adolescent Writer" (L. W. Phelps and S. Mano); "Students and Their Writing: Perceptions, Motivations, and Behaviors" (T. V. Rasinski and D. E. DeFord); "When Main Idea Identification Fails" (V. C. Hare and L. G. Chesla); "Investigating Visual Displays in Basal Reading Textbooks" (A. G. Crismore and B. M. Hunter); "Inconsiderate Text and the Second-Grade Reader" (J. E. Zack and G. N. Osako); "Comprehension Strategies of Non-Proficient College Readers" (E. Block); "Reader Response in the College Developmental Classroom" (C. R. Hynd and others); "Tracing the Roots of Textbook-Study Systems: An Extended Historical Perspective" (N. A. Stahl and W. A. Henk); and "The Role of the Reading Researcher in Public Schools: Researcher as Outsider" (P. Shannon). (MS)

ED 298 506 CS 211 472

Taylor, Donna Jean
Lesbian Literature and Its Power To Change Attitudes When Performed.
PUB DATE- Jun 88
NOTE- 27p.; Paper presented to the National Women's Studies Association Conference (Minneapolis, MN, June 21-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Audience Response; Females; *Lesbianism; Literary Criticism; *Literature Appreciation; Negative Attitudes; *Oral Interpretation
IDENTIFIERS- *Interpreters Theatre; Literary Theory; *Womens Literature
Oral interpretation allows audiences to make aesthetic, rather than moral, decisions about lesbian literature. To perform lesbian literature, the interpreter should be aware of lesbian literary criticism. Three theories of lesbian criticism form part of a lesbian literary canon: (1) revision (rereading existing texts from a feminist perspective, and recovering neglected texts); (2) intertextuality (producing a text through transformation of other texts, forming a feminist self-definition); and (3) l'Ecriture feminine (writing in French using words that are primarily feminine). This criticism becomes a springboard for the oral interpretation of lesbian literature. Performance of literature provides information on how disenfranchised groups wish to be treated and how they are being treated now. In this way, disenfranchised groups (groups that have little or no voice in society) can improve their status in society. "Trigger-scripting" (using carefully selected scripts of literature to trigger planned-for responses from specialized audiences) is one method to raise consciousness levels within the feminist movement. Oral interpretation allows interpreters to present literary scripts while using their voices and bodies to suggest the experiences in the literature for a better communication of the text. Another method of reading accentuates the power of interpreting women's literature through imitation, protest, and exploring the female experience. Because audiences tend not to be threatened by the performance of literature, consciousness-raising can occur. (A selected bibliography and 26 references are appended.) (MM)

ED 298 536 CS 211 516

Tilly, Anthony; Myers, Peter
The Influence of Wordprocessing on the Attitudes and Writing of Postsecondary Students. Education and Technology Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-5723-0
PUB DATE- 88
NOTE- 147p.
CONTRACT- 0728
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Foreign Countries; Higher Education; *Word Processing; *Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- Canada; Ontario
In order to assess the effects of wordprocessing on the writing of first-year students in a college of applied arts and technology, a project at Seneca College of Applied Arts and Technology in Ontario, Canada followed a large population of students as they entered college, were taught to use wordprocessing in their writing, and used it throughout their first academic year. The study draws a profile of the writing background, attitudes, and skills held by the 650 participating students, and documents changes in these aspects over the study period. The report is in two parts. Part 1 (Chapters 1-4) is a summary report; it contains an introduction, outlines purpose, context, method, and conclusions, and reviews findings (which suggest that a broad range of students (1) enjoyed using the wordprocessor, (2) voluntarily used wordprocessing in their own writing apart from college-required writing, (3) saw wordprocessing as a valuable employment skill, and (4) saw wordprocessing as a contribution to their writing). Part 2 (Chapters 5-10) offers detailed information on the literature, methodology, interviews with students, statistical and anecdotal findings, and the writing of the students. (Thirty-nine references; and appendixes which present the survey instrument, interview questions, and writing sample instructions are attached. An annotated bibliography concludes the report.) (SR)

ED 298 551 CS 506 322

Dow, Caroline; Covert, Douglas C.
Monitor Tone Generates Stress in Computer and VDT Operators: A Preliminary Study.
PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Discrimination; Computer Peripherals; Computer Terminals; *Females; *Hearing (Physiology); Noise (Sound); *Occupational Diseases; Occupational Safety and Health; Psychological Studies; *Sex Differences; Stress Variables; *Video Display Terminals
IDENTIFIERS- *Stress (Biological)
A near-ultrasonic pure tone of 15,570 Herz generated by flyback transformers in computer and video display terminal (VDT) monitors may cause severe non-specific irritation or stress disease in operators. Women hear higher frequency sounds than men and are twice as sensitive to "too loud" noise. Pure tones at high frequencies are more annoying than broadband noise at the same level. Because hormonal levels influence sensitivity to high frequency sound in both men and women, stress symptoms may be intermittent, but all who hear the pure tone are affected. Meaningless noise may induce physiological changes in stroke volume of the heart, pulse amplitude, dilatation of the pupil, the ability to quickly change focus of the eyes or move the eyes through certain angles. A survey of 38 students in two college classes using the same classroom equipped with 21 desktop computers revealed that 15 students (12 of them women) could hear the high-pitched sound. Nearly all 26 female students reported stress decreased noticeably shortly after computer monitors were turned off. Two sets of acoustical measurements were made in this classroom, one by an audiologist and one by an acoustical engineer. Both tests indicated a distinctive pure-tone sound at the 16 kHz frequency. Past studies of VDT health effects have not considered pure-tone sound or gender effects as possible causes of stress and stress disease symptoms in computerized workplaces or classrooms. (One table of data and 47 notes are included.) (SR)

ED 298 565 CS 506 337

Watson, Arden K.; And Others
Communication Apprehension in Puerto Rican and U.S. Mainland Children.
PUB DATE- Dec 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (San Juan, PR, December 1987) and at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Cross Cultural Studies; Cultural Context; Cultural Differences; Elementary Education; Females; Males; Public Schools
IDENTIFIERS- Communication Patterns; Personal Report of Communication Apprehension; *Puerto Rico
Exploring the relationship of communication apprehension (CA) to culture, age, and gender, a study examined 368 United States mainland children (186 males and 182 females, ages 5-11, in a public elementary school in Bowling Green, Kentucky) and 373 Puerto Rican children (172 males and 201 females from public elementary schools in the Gurabo school district). CA was measured using the Personal Report of Communication Fear (PRCF). For the Puerto Rican respondents, the inventory was translated into Spanish. Results showed that culture and age interacted significantly, with both younger Puerto Rican subjects and older Puerto Rican subjects reporting higher levels of CA than did younger United States mainland subjects. Findings also revealed that CA in Puerto Rico lessened with age, indicating that CA levels may vary in different cultures, and that culture can be a factor in determining whether CA increases or decreases with age. (Three tables of data are included.) (MM)

ED 298 624 EA 020 283

Campbell, Roald F.
How Well Does the "Handbook" Fulfill Its Historical Mission?
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Administrator Education; Administrator Role; *Educational Administration; *Educational Research; Higher Education

The "Handbook," a review designed to present the best of educational administration research from the 1950s to the 1980s, is examined to determine how reasonable it was to limit the coverage to these 30 years, how well the publication covered the major topics during the chosen time frame, and how well it included the major contributors in the field. The limits placed upon the time scope of the "Handbook" are dealt with in terms of the major researchers and theories that are left out, but which had definite impact upon current thinking. How well the review covers the 30-year period is examined next. Comparison is made between the recognized theories in the field and those included in this work. This cross-check is accomplished in several ways; the determination is made that the latter years of the period are covered well, but the earlier years show some lack of coverage. Morever, an examination of the contributors, who number 102, reveals that several important researchers are missing, while several less well-established professionals are included. Lists are appended with names of the 43 major contributors and the 50 recommended experts in the field. References are included. (LMS)

ED 298 271 CE 050 768

Havlicek, Hilde
The Quality and Effectiveness of School Teaching. Report of the Committee on Culture and Education and Documents Relating to the Debate of 30 January 1987.
Council of Europe, Strasbourg (France).
PUB DATE- 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Career Education; *Compulsory Education; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Foreign Countries; International Cooperation; *Teacher Education; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Europe

This document sets forth in English and French the draft recommendation regarding compulsory education proposed for adoption by the Parliamentary Assembly of the Council of Europe. It is followed by an explanatory memorandum that presents findings of a hearing on "The Teacher in Question," held in Vaduz, Liechtenstein, May 12-13, 1985, which provided a platform for discussion on new challenges for teachers and their education. The general verdict that teachers who provide compulsory education are being asked to do too much is accompanied by discussion of the unfair criticisms being made about teachers, components of basic education, a professional approach to teaching, structural measures needed to be taken within the education system to enable teachers to fulfil their role, the need for dialogue, and the need for cooperation on national and European levels. Appendixes (constituting 90% of the document) include the summary of the hearing on "The Teacher in Question." These working papers are also included: "What Is in Question? The Teacher, the School, or Culture Itself?" (de Peretti); "An Assessment of Education in Schools: Employers' Expectations" (de Norre); "The Teacher in Question" (Spruijt-Jaarsma); "The Point of View of School Students" (Organising Bureau of European School Student Unions); "Practical Ways of Improving the Effectiveness of Teaching" (Wragg); "The Point of View of Teachers" (Gevrey); "How To Improve Teaching" (Gattullo); "Teacher Training and Staff Development: Activities of the Commission of the European Communities" (Coyne); "Teaching Quality" (Istance); and "Council of Europe Activity Relating to Teachers" (Newman). Other appendixes include recommendations from the Fourth All-European Conference of Directors of Educational Research Institutions (Eger, Hungary, October 13-16, 1986) and a report on the debate of the Parliamentary Assembly. (YLB)

ED 298 285 CE 050 798

Hamilton, Gayle; And Others
Saturation Work Initiative Model in San Diego. Interim Report.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- Aug 88
NOTE- 362p.
AVAILABLE FROM- Manpower Demonstration Research Corporation, Three Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demonstration Programs; *Incentives; *Job Search Methods; Program Development; Program Effectiveness; Program Implementation; *Referral; *Welfare Recipients; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; California (San Diego); *Saturation Work Program; Work Incentive Program

The San Diego (California) Saturation Work Initiative Model (SWIM) was part of the Social Security Administration's two-site demonstration of saturation work programs in an urban area. The multicomponent program operated from July 1985 until late 1987, when it was replaced by a new statewide initiative called the Greater Avenues for Independence (GAIN) program. The model was designed to test the feasibility of requiring the continuous participation of welfare applicants and recipients in a series of work-related activities for as long as they remained on welfare. The program activities included job search, work experience, and referral to education and training programs. The program was examined from the standpoint of two perspectives--the extent to which the full Work Incentive (WIN)-mandatory caseload was involved in employment-related activities at a particular point in time and the continuity of individuals' participation in the program. During typical months of the demonstration, approximately half the WIN-mandatory caseload subject to the participation requirement was active in one of the program's components. Although many program eligibles did not participate on a continuous basis, it was concluded that San Diego reached the maximum feasible participation rates for the type of program in question. (MN)

ED 298 299 CE 050 847

Electrician Cluster, STEP Training Plan. Skills Training and Education Program.
Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE- May 88
NOTE- 310p.; For a related document, see CE 050 846.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competency Based Education; Course Content; Course Organization; *Electricians; *Electricity; *Job Skills; *Job Training; Lesson Plans; Mathematics Instruction; Postsecondary Education; *Skill Development; Skilled Occupations; Teaching Methods; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; STEP Program

This guide is a training plan for the electrical skills cluster of the Skills Training and Education Program (STEP), an open-entry, open-exit program funded by the Job Training Partnership Act (JTPA). In the STEP training plan, each task has its own lesson plan guide. This manual contains the following information: definitions, instructions for completing the competency chart, instructions for using the lesson plan guide, training course outline, list of modules and tasks, task assignment by exit occupations, lesson plan guides, and references and materials. The lesson plan guides, which make up the bulk of the document, include information on module, task, performance objective, performance guide, reference materials, audiovisuals, performance assignment, instructor evaluation, and learning activities. They are organized in six modules containing 211 lesson plans that cover orientation and safety; applied mathematics; basic electrical information; conduit operations; wiring operations; and electric motors and controls. Appendixes contain a pre-test statement, an outline of job demand characteristics and occupational group arrangements, and a competency chart. (KC)

ED 298 313 CE 050 877

Rupe, Marvin L.; And Others
Final Report on the Development of the Long Beach Fire Department Company Officer Orientation Program.
Long Beach Fire Dept., CA.
PUB DATE- Dec 87
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Curriculum Development; *Fire Fighters; *Fire Protection; Lesson Plans; *Material Development; *Orientation Materials; Pretests Posttests; Program Development; Program Effectiveness; Program Evaluation; *Staff Orientation
IDENTIFIERS- *California (Long Beach)
The Long Beach Fire Department (California), developed a program to foster and improve the development of future fire department managers who are promoted from within the department. A 10-day orientation program was developed. The competency-based program featured a mix of management-leadership training (the nature of leadership, personnel management, and employer-employee relationships); technical instruction (records and reports, fire strategy, airport operations, and fire prevention); and practical problem solving (personnel counseling, leaderless group problems, and fire simulator problems). The program included daily staff preparation meetings, daily tests based on the previous day's class, debriefing meetings at the end of each day, and daily evaluations. (This report describes the development of the curriculum, the results of pretests and posttests administered to officers who completed the orientation program, and an evaluation of the program's effectiveness. Appendixes include the training assessment questionnaire, project goals and activities, pretest/posttest, daily tests, daily evaluations, course outline, sample lesson plans, and steering committee recommendations.) (MN)

ED 298 384 CG 021 065

Steitz, Jean A.; Verner, Betty S.
What Do Adolescents Know about Aging?
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aging (Individuals); Grandparents; High Schools; High School Students; *Interpersonal Relationship; *Knowledge Level; *Older Adults; Sex Differences; *Student Attitudes

Increasing the amount of contact with older persons is often proposed as a way to inform young people about aging. This study compared adolescents' knowledge of aging with the amount and quality of contact they had with an older person and compared knowledge of aging in a 1978 sample of adolescents with knowledge in a 1985 sample. For the 1985 sample, questionnaires were administered to students (N=213) in four high schools. Subjects were asked if they had contact with an older person, their relationship to that person, and the older person's gender and place of residence. Knowledge was assessed by the Facts on Aging Quiz. Of the 206 respondents who reported having contact with an older person, 80% chose a grandparent to evaluate and 8% chose a great-grandparent. The 1985 sample answered only 57% of the knowledge questions correctly, indicating that they had a great deal of misinformation or lack of information about aging and older adults. Profiles of the responses on individual items from the Facts on Aging Quiz revealed qualitative differences due to gender, degree of contact, and changes over time in the nature of the adolescents' knowledge of aging. (NB)

ED 298 522 CS 211 489

DeHaven, Edna
Mass Media and Visual Literacy Skills: Report 6. Assessing Student Progress on the Common Curriculum Goals. English Language Arts.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 88
NOTE- 41p.; For other student progress assessment reports, see CS 211 484-490.
AVAILABLE FROM- Documents Clerk, Oregon Department of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290 (single copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Response; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Holistic Evaluation; *Mass Media; Mass Media Role; State Standards; *Student Evaluation; *Visual Literacy
This report provides suggestions on how a language arts mass media and visual literacy skills assessment program might be structured to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. This report includes: (1) a list of Common Curriculum Goals that relate to mass media and visual literacy; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal assessment practices at the classroom and district levels; (4) a bibliography of mass media and visual literacy instruction and assessment sources; and (5) sample mass media and visual literacy assessment tools and procedures. (RS)

ED 298 594 CS 506 376

Vartabedian, Robert A.
The Dialogue of Desperation: Toward a Communication Perspective on Suicide.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Self Destructive Behavior; *Suicide
IDENTIFIERS- Communication Behavior; *Suicide Intervention; Suicide Prevention

Despite convincing evidence that suicide is, in fact, an act of communication, communication researchers have not made significant contributions to this body of literature. Various disciplines have noted the relationship of self-destructive behavior to communication. Suicidal behavior has been labeled an act of communication that can be a final message, or if the act is not fatal, one which elicits a response. It also has been suggested that perception of direct and indirect communication cues can play a significant role in suicide prevention. It is important to hear the dialogue of desperation. Until the suicidal person refuses to seek communicative interaction from others, there is hope for successful intervention. Hence a communication perspective on suicide would be very useful for several areas of future research. These areas include: (1) a model of communication which focuses on the unique exigencies of suicidal messages; (2) the role of nonverbal communication in suicide; (3) perceptual processes of suicidals; (4) suicide as a crucial self-disclosure; (5) listening behavior of those who are told of suicidal thoughts; and (6) rhetorical implications of suicide ideation. (Thirty-three references are appended.) (MS)

ED 298 609 EA 020 228

Hart, Stuart; Maxson, Suzanne
Child Maltreatment: Responsibilities and Responses of the Schools.
Policy Issue Series No. 4.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- May 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Board of Education Policy; *Child Abuse; *Child Neglect; Elementary Secondary Education; Public Schools; *School Community Relationship; *School Law; School Policy
IDENTIFIERS- *Indiana
Child maltreatment, defined as acts of commission or omission that harm a child physically or psychologically, adversely affects millions of children nationwide. Since almost two-thirds of these children are of school age, schools could be among the best resources available to combat child maltreatment. This paper examines the responsibilities and policies of Indiana public schools regarding child maltreatment. Section I defines child maltreatment and reviews federal and Indiana laws and reporting requirements. Section II focuses on the ethical and professional responsibilities of educators. Section III presents the results of survey responses from 203 of the state's 304 school corporations to determine their policies and procedures for handling child maltreatment. In section IV, suggestions are offered to improve school policies and procedures that include inservice and preservice education, school policies to ensure accountability in abuse situations, coordination with community child services, state support for maltreatment programs, and standardized record-keeping practices. References and survey data are included. (LMS)

ED 298 656 EA 020 343

Harrington, Lois G.
Making Common Cause: Integrating Academic and Vocational Studies.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 88
NOTE- 9p.
AVAILABLE FROM- Publications, NASSP, 1904 Association Drive, Reston, VA 22091 ($1.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- Academic Education; *Business Education; Career Education; *Education Work Relationship; *Job Skills; Office Occupations Education; *Relevance (Education); School Business Relationship; Secondary Education; *Vocational Education; Vocational Interests
This bulletin argues that by integrating academic and vocational instruction into a unified curriculum, schools can ensure that students are better prepared to meet the challenges of careers and a changing society. Vocational education provides three broad areas of skills: entry level job skills, employability skills, and employment skills. But despite the current separation of the curricula, vocational education does not exist apart from academics, and some vocational subjects require a great deal of academic skill. Therefore, integrating academic and vocational instruction into a unified curriculum is a way of better ensuring that non-college-bound students are prepared for life in a changing work world and a complex society. Four examples are described of school settings that are integrating academic and vocational instruction: Dauphin County Area Vocational Technical School in Harrisburg, Pennsylvania; Corvallis School District, Oregon; Great Oaks Joint Vocational School District in Cincinnati, Ohio; and Sandy Union High School in Sandy, Oregon. The report concludes with general recommendations for integrating academic and vocational instruction, and 12 references are included. (TE)

ED 298 370 CG 021 050

Dietrich, Coralie; And Others
Self-Control and Coping Skills as Factors in Pain Perception, Perceived Health and Psychological Adjustment in the Elderly.
PUB DATE- Sep 87
NOTE- 19p.; Paper presented at the Annual Meeting of the National Forum on Research in Aging (4th, Lincoln, NE, September 23-24, 1987). For related documents, see CG 021 051-052.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Coping; *Older Adults; Personality Traits; *Physical Health; *Self Control; Self Efficacy
IDENTIFIERS- *Chronic Pain; *Pain Perception
Self-control and self-efficacy have played a central role in recent behavioral medicine work on the control of chronic physical pain. Little work investigating the concepts of self-control and self-efficacy has been done with the elderly in spite of the fact that coping strategies in the elderly have been associated with a variety of health and psychological factors. This study examined the relationship among self-control coping skills and the perception of chronic pain, self-reported physical health, and psychological adjustment in a population of community dwelling elderly (N=19). Eight subjects had a diagnosis of osteoarthritis of the knee; 11 subjects were robust and healthy. All subjects were administered a battery of assessment instruments before and after the arthritic patients had received pain control therapy. Data from the initial tests given to all subjects were analyzed to examine the relationship among the key variables without the component of treatment being a factor. The results showed that self-control and directive instrumental coping were critical factors in pain perception, physical health, and psychological adjustment. The data also suggest that social support is mediated by self-directing and coping mechanisms, and is not in itself the prime basis for adjustment, physical health, or pain perception. (NB)

ED 298 414 CG 021 096

Bussotti, Camille; And Others
Experience and Expression of Hostility in Type A Women Who Are Forced To Wait.
SPONS. AGENCY- Georgia State Univ., Atlanta.
PUB DATE- 2 Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Behavior Patterns; Comparative Analysis; *Females; Higher Education; *Hostility; *Personality Traits; *Time; Undergraduate Students
IDENTIFIERS- *Type A Behavior; Type B Behavior; *Waiting Time
The Type A construct, which consists of such psychological components as a sense of time urgency, competitive aggressiveness, and easily aroused hostility wich are manifested under appropriately challenging circumstances, has been studied to a great extent in adult white males. There is less research, however, on how these characteristics are manifested in females. This study sought to determine whether or not Type A females would display higher levels of hostility after being in a situation which might arouse their sense of time urgency. Subjects were undergraduate females, 20 of whom had been classified as Type A and 20 of whom had been classified as Type B according to the Structured Interview of Friedman and Rosenman. A 2 x 2 between group factorial design was used in which the factors were the Type A or B classification and being forced to wait or not forced to wait. All subjects reported to testing rooms to complete the Interpersonal Behavior Survey; experimental subjects were forced to wait without explanation and control subjects were not forced to wait before completing the instrument. The results revealed that Type A subjects did not have higher hostility scores on two subscales (Hostile Stance and Disregard for Rights) of the Interpersonal Behavior Survey than did Type B women. In addition, there was no significant interaction between Type A classification and the condition of being forced to wait on both measures of hostility. (NB)

ED 298 428 CS 009 269

Scales, Alice M.
Teaching College Reading and Study Skills through a Metacognitive-Schema Approach.
PUB DATE- May 87
NOTE- 39p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Learning Strategies; Metacognition; *Reading Skills; Schemata (Cognition); Skill Development; *Study Skills; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Self Monitoring
A reading and study skills course for college students, based on concepts of metacognition and schema, was organized around a management system and an instructional process to ensure that students would make use of their self-knowledge, their learned study reading skills, and their understanding of things, people, language, etc. to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. The management process involved a series of seven handouts, used across the semester, making obligations clear and tracking progress and reactions. These were: a student data sheet; a course overview; an assignment sheet; a check sheet for key terms and questions; a summary of completed assignments; a student/teacher conference sheet; and a final examination project sheet. The instructional process emphasized self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills. (Seven tables consisting of the handouts used in the course are included. Fifteen references conclude the report.) (SR)

ED 298 475 CS 009 334

Completes Patterns: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program. Kindergarten.
Chicago Board of Education, Ill.
PUB DATE- 86
NOTE- 26p.; For related documents, see CE 009 333-335.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Kindergarten; *Pattern Recognition; Prewriting; Primary Education; *Reading Instruction; Skill Development; Teaching Methods
IDENTIFIERS- Chicago Public Schools IL; Pattern Matching; Pattern Practice; *Prereading Activities

Developed to provide supplementary instructional strategies for reading teachers at the kindergarten level, this booklet presents the instructional module for completing patterns, a component of the Comprehensive Reading Program of the Chicago Public Schools. After an overview of the module, activities are suggested for the following areas: patterning with manipulatives; listening for patterns; prereading and prewriting; relating sounds to symbols; and reinforcing and enriching. A general introduction is given for each area, in addition to needed materials, suggested teaching strategies, possible learning activities, and activity sheets. (MM)

ED 298 640 EA 020 314

White, Merry I.
Cultural Factors in the Transfer of Western Educational Models to Non-Western Environments.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Northwest Regional Meeting of the Comparative and International Education Society (Cambridge, MA, November 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; *Cultural Influences; Cultural Pluralism; *Culture Contact; Elementary Secondary Education; Foreign Countries; Multicultural Education
IDENTIFIERS- *Japan; *Japanese Culture

This paper discusses the role of culture in educational development, especially as it applies to the adoption of systems from one culture to another. This study stems from the Project on Human Potential, a study of educational development from the perspectives of the social and behavioral sciences. The major message was that there is no one way to characterize appropriate environments for learning--that culture demands a pluralistic approach. Different cultures discussed are: European, East African, and particularly the Japanese. (SI)

ED 298 341 CE 050 936

Back to Work. The States and Dislocated Workers.
National Alliance of Business, Inc., Washington, D.C.
REPORT NO.- ISBN-0-88713-621-4
PUB DATE- Sep 88
NOTE- 71p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (Publication No. R003385, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Employment Programs; *Federal Legislation; Financial Support; Job Training; Participant Characteristics; Program Administration; Program Development; Program Implementation; Resource Allocation; *Retraining; *State Legislation; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This report describes dislocated worker programs operating in the 50 states and the District of Columbia. The findings presented are based on the following sources: two National Alliance of Business (NAB) surveys of state administrators of federally funded Job Training Partnership Act (JTPA) programs (conducted in 1987 and 1988), data on JTPA Title III programs published by the U.S. Department of Labor, and material from studies conducted by organizations other than the NAB. Chapter 1 provides background information about the Title III program, eligibility requirements, federal allocation procedures, performance standards, oversight responsibilities, and available services. The second chapter covers JTPA Title III program participant characteristics and the various services provided to them. State dislocated worker programs are covered in Chapter 3, and state plant closing legislation and state-funded training for dislocated workers are examined in Chapter 4. Chapter 5 includes profiles of each state's Title III program. Each profile includes the name and address of a contact person; 1986 performance indicators; and information on program organizational arrangements, oversight responsibilities, distribution of funds and procedures for rapid response to plant closings, and related state legislation. An 11-item bibliography is included. (MN)

ED 298 444 CS 009 290

Bolanos, Marie; Master, Lawrence
Curriculum Guide for Use with "Laubach Way to Reading." CALL Program (Computer Assisted Literacy in Libraries).
Las Vegas-Clark County Library District, Las Vegas, NV.
PUB DATE- Jun 88
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Computer Assisted Instruction; Curriculum Guides; Reading Instruction; Tutorial Programs
IDENTIFIERS- *Computer Assisted Literacy in Libraries; Laubach Method; *Laubach Way to Reading Series
Designed for use with the Computer Assisted Literacy in Libraries (CALL) program (a tutoring program for adult literacy), this curriculum guide suggests resources to use with lessons in the "Laubach Way to Reading" series, a format advocated by the CALL program. After an introduction and a section of definitions and suggestions for using the curriculum guide, the guide is divided into four sections, one for each book in the Laubach series. Each lesson consists of suggested activities for the following aspects of the lesson: language experience; lesson contents; textbook supplements; word patterns; real world reading and writing; and computer-assisted instruction. Appendixes consist of: (1) a list of 300 sight words; (2) recommended computer software, both correlated and not correlated with the Laubach series; (3) an annotated non-fiction bibliography, with subjects including medical information, following instructions, and legal problems; (4) biography and history (narrative and comic book format); (5) classic fiction (narrative and comic book format); (6) an annotated CALL fiction bibliography for levels 2-6; (7) an annotated bibliography of tutor-written stories for levels 1-3; (8) books for adults to read to children; and (9) a list of tutor resources. (MM)

ED 298 491 CS 211 456

Abbott, James L.
Should the United States Recognize the People's Republic of China? Elite Opinion and Elite Press Coverage: October-December, 1949.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)

DESCRIPTORS- *Diplomatic History; Foreign Countries; *Foreign Policy; *International Relations; Mass Media Role; Media Research; Modern History; News Media; *Press Opinion; United States History
IDENTIFIERS- *China; Elites; *Media Coverage; Policy Makers
On October 1, 1949, the Chinese People's Consultative Conference enacted the "organic law" that formally created the People's Republic of China; the following day notes were delivered to consular offices in Peking stating that the new government considered it necessary that they establish regular diplomatic relations with all countries of the world. Was recognition of the People's Republic of China in the best interest of the United States? The attempt to answer this question generated a debate that took place within government, between government and interested segments of the population (the foreign policy elite), and in the mass media. This concern for understanding argument in context was also evident in the recommendations of the Commission on Freedom of the Press, the Hutchins Commission. The focus of the Commission was to ascertain whether the bid for recognition by the People's Republic was "truthful, comprehensive, and intelligent"; to provide a "context" which made the event meaningful; and to consider whether the mass media projected the opinions and attitudes of diverse groups in society. Whether more complete press coverage would have had any impact on public opinion or on United States policy can never be known. What can be concluded is that the press fell short of presenting the full range of facts and opinions held by the "policy elite," and to that extent fell short of the goal set forth in the Hutchins Commission report. (Eighty-two notes are included and one appendix listing the participants of a round table discussion group is attached.) (RAE)

ED 298 356 CE 050 996

Grossman, Gary M.; Drier, Harry N.
Apprenticeship 2000: The Status of and Recommendations for Improved Counseling, Guidance, and Information Processes.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- Sep 88
NOTE- 99p.
CONTRACT- 8074-L-2-0-170-11354
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Coordination; Counseling Techniques; Educational Cooperation; *Futures (of Society); *Information Utilization; Linking Agents; Occupational Information; Postsecondary Education; *Program Improvement; School Business Relationship; *School Counseling; School Role; Secondary Education; *Vocational Education
A study examined the relationship between vocational-technical education (including guidance) and apprenticeship. The existing literature was examined, and key issues in this relationship were identified. These issues were then validated through personal interviews with a sample of state guidance leaders. The information gathered during these interviews was then used as the basis for formulating recommendations to the Department of Labor concerning actions that could improve collaboration between vocational-technical education and apprenticeship. The principal barriers to collaboration identified were: (1) the apprenticeship selection process, (2) the perceived inadequacy of vocational-technical training, (3) the lack of awareness of and communication with other training entities, and (4) turf issues. The following five activities for improving the credibility, quality, and scope of apprenticeship training were identified: information exchange, research, curriculum development, personal development, and guidance career information and assessment. (MN)

ED 298 866

HE 021 857

Terkla, Dawn Geronimo
Beyond the Baccalaureate: Using Admissions Research at the Graduate/Professional School Level. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; College Admission; *College Choice; *Graduate Students; *Graduate Study; Higher Education; Institutional Research; *Professional Training; Student Attitudes; Student Characteristics; Student Financial Aid; *Student Motivation; Surveys
IDENTIFIERS- *AIR Forum
Two studies were conducted by a New England university during the 1986-87 school year to gain a better understanding of the factors influencing individuals' decisions to attend graduate/professional school. One purpose of the two projects was to develop school-specific databases to: provide graduate school administrators with information regarding their applicant pools; highlighting influential factors in the matriculation decision process; identifying applicants' sources of information regarding the schools; and identifying major competitors. For the Graduate School of International Affairs, accepted applicants (166 matriculants and 187 non-matriculants) were surveyed by mail, with response rates of 63% and 45% respectively. For the School of Dental Medicine, 592 prospective applicants were contacted by telephone, of whom 87% completed a telephone interview. Results of both projects indicated that issues of quality were of primary concern, and admissions activities with a personal touch (contact with faculty or students, tour of facilities, attending classes) appeared to be important influences. Contains 2 references. (Author/KM)

ED 298 880

IR 012 346

Senese, Donald J.
Meeting the Challenge of Excellence in Health Professions Education through Technology.
PUB DATE- Jan 84
NOTE- 19p.; Paper presented at the Annual Conference of the Health Education Media Association (Dallas, TX, January 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Demonstration Programs; *Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal Programs; Government Role; Health Personnel; Higher Education; Professional Education; *Technological Advancement
This discussion of the technological revolution and the federal role in the leadership of education cites several reports which point out the deterioration of the educational system, and describes various activities initiated by the Federal Government for the improvement of education through technology. Projects include continued assistance to school districts in developing technology for their own needs; provisions for training state and local leaders in technology; using educational television to teach science; establishing a national network to identify exemplary technological programs and assist school districts in implementing such programs; and funding selected schools providing occupational training for secondary students and using technology for classroom management and teaching mathematics and reading. Grants have been awarded to 12 school-based technology programs to serve as demonstration sites using interactive technology for teaching physics; a school/industry partnership program to train teachers; use of the computer to teach math, problem solving, science, word processing, and computer literacy; and funding for surveys on computer usage in schools. Conferences have been sponsored to explore the research needs of technology and contracts have been awarded to study current computer software and to assist small businesses in aiding the handicapped. Included are comments on the use of technology in educating health care professionals and in providing improved patient care. (DJR)

ED 298 895

IR 013 280

Diamond, Robert M.
A Matter of Survival.
PUB DATE- 84
NOTE- 10p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; College Faculty; *College Instruction; Curriculum Development; Guidelines; Higher Education; *Instructional Development; *Organizational Effectiveness; Program Development; *Program Evaluation

This chapter considers ways in which college or university instructional development centers can enhance their effectiveness in order to insure their "survival" in the face of budgetary restraints and administrative scrutiny. It is suggested that in order to do so, a center must become an integral part of the institution, must be productive, and must establish its own credibility. Six recommendations are made for implementing this strategy: (1) build in a content check; (2) take care of how the products look; (3) build in evaluation from the beginning; (4) develop a reputation for support, friendliness, and professionalism; (5) find out what is working and what isn't for other institutions and agencies; and (6) work with faculty members who have the necessary content expertise, the respect of their peers, and who care about teaching and instruction. "Planning for the Evaluation of Programs and Agencies," an instrument developed for the evaluation of an instructional development agency, is appended. (Author/EW)

ED 298 912

IR 013 297

Baker, Eva L.
Evaluation Dimensions for Program Development and Improvement.
PUB DATE- 84
NOTE- 8p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Evaluation Methods; *Evaluation Problems; *Evaluation Utilization; *Formative Evaluation; *Instructional Development; Program Evaluation; *Research Design

This chapter addresses the problems encountered in the formative evaluation of instructional development projects and the instructional development process. Three types of formative evaluation--component, convergent, and contextual--are distinguished, and the consequences of using the wrong type of evaluation in a particular situation or project are discussed. Various levels at which the evaluator may become involved in a formative evaluation are considered in the context of the accuracy of the data used in a formative evaluation. Recommendations are made for improvement based upon careful use of the three types of formative evaluation discussed in this chapter. Three figures are included. (10 references) (Author/EW)

ED 298 929 IR 013 314

Silber, Kenneth H.
Training Instructional Developers: A Review of Current Practice and Directions for the Future.
PUB DATE- 84
NOTE- 25p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Graduate Study; Higher Education; *Instructional Development; *Professional Education; *Professional Recognition; *Skill Analysis; *Skill Development; Training

This chapter considers the professional status of instructional developers, the skills they need, and how those skills should be taught. Three differing approaches are discussed and critiqued: the specific skills approach; an approach which advocates the addition of "higher level" skills to the list of specific skills; and an "underlying skills" approach. The underlying skills approach assumes that the internal thinking processes or cognitive strategies a developer uses to guide instructional development (ID) efforts are the most important skills. It is concluded that all three approaches should be incorporated into ID training, but that the underlying skills approach represents an important addition to the field. The text is supplemented by three figure and four tables. (27 references) (Author/EW)

ED 298 945

IR 013 438

Cohen, Elizabeth G.; Lotan, Rachel A.
Teacher as Supervisor of Complex Technology.
PUB DATE- Apr 88
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Classroom Research; Classroom Techniques; *Educational Technology; Elementary Education; *Learning Centers (Classroom); *Lower Class Students; Observation; *Organizational Effectiveness; Organizational Theories; *Teacher Student Relationship
This study tested, in the classroom, the proposition derived from organizational theory that the operation of the classroom organizational system is related to the aggregated achievement gains of the students, or, more specifically, that collective achievement is the product of the interrelationship of the instructional technology, the type of teacher supervision, and the work arrangements among the students. Students from lower socioeconomic family backgrounds in 15 classrooms in 1982-83 and 13 classrooms in 1983-84 used curricular materials in learning centers of five students each. Teachers used a classroom management system designed for the study which assisted them in delegating authority and avoiding direct supervision when students were working cooperatively at learning centers. Students were observed to determine the frequency of their working and talking together, working alone, and disengaging from their tasks, and were tested for achievement. The data showed that an increase in the number of learning centers in operation permitted less teacher supervision and teacher facilitation, while less direct supervision permitted more student working and talking together (or student communication). In addition, student cooperation correlated positively with gains on mathematical achievement tests. These findings are examined in terms of both theoretical applications to classroom organizational theory and practical applications to classroom management. Three figures and three tables are provided. (20 references) (EW)

ED 298 962 IR 052 485

Los Angeles County Public Library Ethnic Resource Centers: The American Indian Resource Center; Asian Pacific Resource Center; Black Resource Center; Chicano Resource Center.
Los Angeles County Public Library, Calif.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Asian Americans; *Blacks; Cultural Centers; Decentralization; *Ethnic Groups; Folk Culture; Hispanic Americans; Information Needs; Library Role; Library Services; *Pacific Americans; Policy; *Public Libraries; Resource Centers
IDENTIFIERS- *Chicanos

Descriptions of the information and cultural resource centers established by the Los Angeles County (California) Public Library to serve four ethnic populations--American Indians, Asian Pacifics, Blacks, and Chicanos--are presented in this document. Information provided for each individual center includes its history, policies, collection, services, programs, location, and hours of service. It is pointed out that the collection of each center consists of materials relating to the ethnic community for which it is a resource; and that each center serves the general public and also serves as a reference and resource center for the 91 community libraries within the Los Angeles County Public Library system. (Author/CGD)

ED 298 976 JC 880 390

Campbell, Charles R.
Development of a Two-Year Associate Arts Degree in Environmental Health Technology.
PUB DATE- 88
NOTE- 39p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Associate Degrees; Community Colleges; *Curriculum Development; Environmental Education; *Environmental Technicians; Program Development; Two Year Colleges
IDENTIFIERS- *Environmental Health Technology; *Maricopa County Community College District AZ

The field of Environmental Health Technology (EHT) encompasses both the equipment and the trained expertise required to utilize land, water, energy, and minerals in the service of human health and welfare. EHT technicians work in disease control, licensing bureaus, hospitals, nursing homes, hazardous waste agencies, and other health agencies. In Arizona, EHT personnel must be licensed and registered. In response to the state's need for trained personnel in the field, a study was conducted to identify the general competencies and knowledge, and the broad and specific skills that should be included in an associate degree EHT curriculum. EHT personnel at various state and county departments were asked to assess the importance of 18 curricular subjects to their work. An analysis of 10 randomly selected questionnaires from each of five responding agencies suggested that the EHT curriculum should cover, in order of importance: (1) public health laws; (2) sampling techniques; (3) survey and test kits; (4) health problems and priorities; (5) microbiology; (6) epidemiology; (7) program planning and implementation; (8) biology; (9) legal factors; (10) supervisory techniques; (11) systems approaches; (12) group dynamics; (13) public information planning; (14) testing and training aids; (15) inorganic and organic chemistry; (16) survey methods; (17) mathematics and introductory statistics; and (18) audio-visual aids. The survey instrument is appended. (EJV)

ED 298 989 JC 880 415

Malinowski, Patricia A.
A Survey of College Reading Programs in New York State: Diagnosis, Placement and Program Components.
PUB DATE- Sep 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Credits; Colleges; Comparative Analysis; Grading; Higher Education; Questionnaires; *Reading Diagnosis; *Reading Instruction; Reading Tests; *Remedial Instruction; *Remedial Reading; State Surveys; Student Placement; Two Year Colleges
IDENTIFIERS- *New York
In February 1988, a survey was conducted to examine placement procedures and developmental reading programs at two- and four-year colleges in New York State. Surveys were mailed to 30 two-year colleges and 28 four-year colleges, requesting information on the placement tests and cut-off scores used; types of additional diagnostic testing; course design, content, and grading procedures; and policies regarding the granting of college credit for remedial courses. Study findings, based on a 78% response rate included the following: (1) the Nelson-Denny Reading Test was the most commonly used placement test by both two- and four-year colleges; (2) 67% of the four-year colleges did not use a reading test for student placement, though 36% of these institutions had special programs in reading and writing for disadvantaged students; (3) 69% of the two-year colleges and 11% of the four-year colleges had mandatory placement into remedial programs for students with skill deficiencies; (4) 66% of the two-year colleges, offered reading courses at more than one level, with 21% providing four levels of coursework; and (5) at 30% of the two-year colleges and 12% of the four-year colleges, remedial reading courses were paired with other courses. The survey instrument is included. (EJV)

ED 299 003 JC 880 433

Report on Staffing and Salaries, Fall 1987. California Community Colleges Report Number 88-6.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 88
NOTE- 329p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Compensation (Remuneration); Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; *School Personnel; School Statistics; *Staff Utilization; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

This report presents fall 1987 demographic, staffing, salary, and workload information on California community college employees, based on data provided by 68 of the 70 districts in the state. First, tables present the total number of district employees by: primary occupational activity; the number of full-time equivalent (FTE) employees by occupational activity; the number of employees by type of assignment; percent distribution and rate of weekly faculty contact hours; and a 7-year profile of full-time faculty and average salary paid. Next, tables are presented for each of six major categories of community college employees: (1) contract and regular (full-time) faculty; (2) temporary (part-time) faculty; (3) full-time professionals, including faculty who spend more than 15 hours in non-teaching positions; (4) full-time certificated administrators; (5) full-time classified administrators; and (6) all other full-time classified employees. For each group, tables provide data on percentage distributions by age, gender, ethnicity, employment classification, employment status, duration of employment contract/agreement, annual salary per schedule plus stipends, salary changes over the previous year, expenditures for mandatory contributions and district-paid employee benefits, and overload salaries. Appendixes provide the survey instrument and district salary schedules. (PAA)

ED 299 017

PS 017 443

Bell, Jennifer
Attitudes of Child Care Providers.
PUB DATE- Mar 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; *Facilities; Family Day Care; *Graduate Students; *Job Satisfaction; Social Attitudes; *Work Environment
This study examined factors leading to job satisfaction or dissatisfaction among child care providers. Child care providers were asked to respond to questions dealing with society's perceptions of child care, their own view of child care, their working conditions, and the facilities in which they were employed. Two hundred and fifty questionnaires were distributed to graduate students in early childhood education at Oakland University and to home care and center day care providers throughout Oakland County, Michigan. The response rate was 48 percent. In general, the results indicated that the length of time that respondents were in the field determined their attitudes on the various issues. Respondents with 5 to 10 years of experience were less likely than others to believe that children benefit by being in child care, and more likely not to want their own children in child care. Related materials, including the questionnaire, are appended. (Author/RH)

ED 299 033 PS 017 551

McMillan, Bruce
Computers and the Development of Young Children.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Early Childhood Education; *Educational Theories; *Educational Trends; *Individual Development; Microcomputers; *Young Children
IDENTIFIERS- *Constructivism; *Theoretical Analysis
While there is a genuine hope among some educators that computer use will radically restructure the process of education, and fear from others that it may very well succeed in doing so, it is unlikely that such aspirations or fears should be held for early childhood education at this time. Nor does it seem likely that the situation will change quickly. Evidence from both theoretical and empirical sources suggests that computers by themselves are not advantageous or disadvantageous for young children. As with any new item of preschool equipment, their value depends on the context within which the item is used, and on the manner in which the environment for learning and development is established by teachers and parents. A number of observational studies need to be done before it becomes evident which variables should be investigated. Adults' perceptions of computers, and their expectations for their use, will shape the way in which they will be used. The theme of this paper is that careful thought must be given to the model of education being promulgated when computers are advocated for young children. (RH)

ED 299 048

PS 017 570

Hewes, Dorothy W.
Organic Education in Public Schools of Late Nineteenth Century America.
PUB DATE- 27 Jul 88
NOTE- 12p.; Paper presented at the International Standing Conference for the History of Education (10th Session, Joensuu, Finland, July 27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Holistic Approach; *Kindergarten; Primary Education; *Public Schools
IDENTIFIERS- *Hailmann (William N); Nineteenth Century History; *Organic Education
Organic education, which was introduced into the United States during the last third of the 19th century, was based upon Froebel's ideal of life as a connected whole. The late 19th century was a favorable period for innovation, for its economic prosperity made leaders feel that with the use of scientific methods anything was possible, and its society was overtly child-centered. For more than a century, America's dominant educational philosophy had been based on John Locke's concept of children as a blank slate upon which teachers should imprint those things that would produce virtuous, hard-working citizens. In contrast, organic educators advocated self-activity and self-direction. They believed that a child's full potential was contained in the child at birth and that the function of adults was to encourage that potential to emerge. In 1988, nearly 100 years after William Hailmann implemented organic education in La Porte, Indiana schools, it seems ironic that one of the most hotly debated issues in preschool education is whether organic education should be incorporated into the public schools. (RH)

ED 298 657 EA 020 346

Carter, Martha S.; Doster, Priscilla
A Survey of Pupil Transportation in Georgia. Monographs in Education No. 5.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- Publication Sales, Bureau of Educational Services, G-4 Aderhold Hall, University of Georgia, Athens, GA 30602 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Bus Transportation; Elementary Secondary Education; Public Schools; *School Buses; School Demography; Staff Development; State Surveys; *Student Behavior; *Student Transportation; Superintendents
IDENTIFIERS- *Georgia
The goal of this study was to describe student transportation programs in Georgia and to identify common areas of concern and common characteristics of these programs. The report summarizes the literature regarding transportation issues and the accumulated knowledge of experienced transportation managers. The study team met with the superintendents and transportation officials from a number of Middle Georgia School Systems. The survey was mailed to the Middle Georgia School Systems initially and then to the remaining 172 school systems throughout the state of Georgia. Forty-three percent of these systems responded. Focal points of the study were: (1) demographics; (2) management; (3) recruitment and compensation of drivers; (4) driver training; (5) rules and regulations; (6) student training; (7) student code of conduct; and (8) implications of staff development. Appended is a list of the duties and responsibilities of the transportation director. Included are 40 references. (SI)

ED 298 674 EA 020 384

Annual Report. U.S. Department of Education, Fiscal Year 1987.
Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Bilingual Education; Budgets; Civil Rights; Disadvantaged Youth; Drug Education; Educational Administration; Educational Research; Elementary Secondary Education; *Federal Legislation; *Federal Programs; *Federal Regulation; Government Publications; *Government Role; *Government School Relationship; Postsecondary Education; Rehabilitation Programs
IDENTIFIERS- Bennett (William J); *Department of Education; Education Consolidation and Improvement Act 1981

In accordance with the Department of Education Organization Act (P.L. 96-88), this annual report highlights the fiscal year priorities and some of the Education Department's chief initiatives during fiscal year 1987. Several priorities are discussed: disadvantaged children, drug prevention and education, acquired immune deficiency syndrome, the Education Consolidation and Improvement Act, and bilingual education. Separate chapters are devoted to the 13 offices under the direction of the Department of Education. Included are a list of advisory councils, boards, and commissions and a list of the Secretary's Regional Representatives. (SI)

ED 298 688 EC 210 621

Family Support.
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
PUB DATE- 88
NOTE- 12p.
AVAILABLE FROM- Portland State University, Research and Training Center, Regional Research Insitute for Human Services, P.O. Box 751, Portland, OR 97207-0751.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Community Programs; Coping; *Disabilities; *Family Problems; *Family Role; *Models; Public Policy; Respite Care; Social Support Groups

The newsletter offers perspectives on the provision of family support services for families with disabled members. An introductory article by Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services, stresses the impressive coping skills exhibited by many such families and their relationship to service professionals. The newsletter's major article, by Dennis G. Olson, offers a conceptual framework to family support which includes five components: (1) crisis; (2) information/education; (3) skills development; (4) emotional support; and (5) task oriented activities. Examples of applying the process at the individual level, the community level, and the system or policy level are offered. Implications of the framework for family support and community systems are drawn. Also included in the newsletter is a statement by the Center on Human Policy offering principles to guide public policy toward families with developmentally disabled children. The newsletter also contains a brief description of in-home and out-of-home models of respite care, recommendations of a National Parents' Planning Meeting, and brief statements of opinion concerning such topics as parental dreams for their children, mobilization of community resources, parent groups, the parent/professional relationship, and parent involvement. (DB)

ED 298 702 EC 210 636

Benavides, Alejandro
High Risk Predictors and Prereferral Screening for Language Minority Students. Revised.
PUB DATE- 88
NOTE- 14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Case Studies; *Disabilities; Elementary Secondary Education; *Ethnic Groups; *Handicap Identification; Language Proficiency; *Limited English Speaking; Minority Groups; Multicultural Education; *Referral; *Screening Tests
IDENTIFIERS- *Prereferrals

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, reports on the development and use of a screening instrument for use with language minority students. The literature on disproportionate representation of racial and language minorities in special education and the assessment of limited English proficient students is reviewed. Guidelines for screening and referral are presented and the trend toward increasing use of prereferral screening is noted. The Prereferral Screening Instrument requires gathering information about the student's previous educational experiences, including native and second language proficiency, achievement, behavior, and previous assessments. A case example is provided to illustrate the instrument's use in determining whether an individual student evaluation is warranted and the language/s to be used in conducting such an assessment. (DB)

ED 298 717 EC 210 751

Kirsty: The Struggle for a Place in an Ordinary School. CSIE Fact Sheet.
Centre for Studies on Integration in Education, London (England).
PUB DATE- Feb 83
NOTE- 5p.; For related document, see ED 292 243.
AVAILABLE FROM- Centre for Studies on Integration in Education, 415 Edgware Rd., London, England NW2 6NB (20 pence).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); Administrator Attitudes; Admission (School); *Child Advocacy; *Downs Syndrome; Early Childhood Education; Educational Therapy; Foreign Countries; *Mainstreaming; Parent Attitudes; *Parent Participation; Parent School Relationship; Special Education; *Student Placement; Teacher Attitudes
IDENTIFIERS- *United Kingdom

An account is presented of a 6-year-old British girl with Down Syndrome and the efforts of her parents to have her integrated into a regular school rather than segregate her from "normal" society in a special school. Discussed are: the girl's experience at a playgroup of nonhandicapped children; the attitudes and opinions of the parents and of local education authority personnel; the decision-making process which determined the child's placement in a regular infant school; the school staff's adjustment to integration; and the child's progress in intellectual, social, and behavioral domains. (JDD)

ED 298 730 EC 210 766

Starnes, Waveline T.; And Others
A Study in the Identification, Differential Diagnosis, and Remediation of Underachieving Highly Able Students.
PUB DATE- 29 Mar 88
NOTE- 37p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Educational Diagnosis; Educational Environment; Elementary Education; *Gifted; *Identification; Individualized Instruction; Intervention; *Learning Disabilities; Program Development; Student Evaluation; *Underachievement
IDENTIFIERS- *Dual Diagnosis

The report describes a pilot program of the Montgomery County (Maryland) Public Schools to identify the incidence of gifted elementary students who are experiencing learning difficulties. Program goals include offering remedial help, assessing the effectiveness of intervention strategies, and developing an early identification process as a preventive measure. Based on identification procedures which involved a nomination process, educational evaluation, and full-scale psychoeducational evaluation, 41 elementary students were determined to be gifted and talented students who needed intervention because of learning problems. Information from staff and parent checklists, classroom observations, individual interviews, medical/social histories, and test data were among multiple sources of input used in making identification and programming decisions. In separate studies, intelligence and achievement levels of the 41 selected students were compared with those of randomly selected gifted and talented students without learning problems, as well as with results of similar studies. Adaptive programming for identified students focuses on ongoing assessment of the entire instructional environment in addition to cognitive and social-emotional characteristics of students. Differences in educational programming for students with mild, moderate, and severe learning difficulties are noted. Finally, implications for research and practice are discussed. Six figures, 12 tables, and a bibliography are appended. (JW)

ED 298 743 EC 210 779

French, Martha Manson; And Others
Language Arts Curriculum Guide: Kendall Demonstration Elementary School. Second Edition.
Gallaudet Univ., Washington, DC. Kendall Demonstration Elementary School.
PUB DATE- 85
NOTE- 334p.; For related documents, EC 210 777-780.
AVAILABLE FROM- Outreach, Pre-College Programs, KDES 3400, Gallaudet College, Washington, DC 20002 ($13.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Hearing Impairments; Instructional Design; Instructional Materials; Junior High Schools; *Language Arts; Learning Activities; *Manual Communication; *Reading Instruction; Sign Language; Speech Communication; *Student Educational Objectives; Teaching Methods; *Writing Instruction
IDENTIFIERS- Kendall Demonstration Elementary School DC
The curriculum guide was developed to serve hearing impaired children at the Kendall Demonstration School elementary/middle school in Washington, D.C. An introductory section explains the philosophy/rationale of the language arts curriculum which emphasizes the development of spoken, signed, or written language. The next section offers suggestions for using the guide in program planning. Essential classroom practices for reading, writing, and through-the-air (signed/spoken) language. A section on scope and sequence lists instructional objectives for the entire program keyed to instructional level. The major portion of the document lists, for each objective, student target behaviors, suggested teaching strategies and activities, suggested materials, and evaluation methods. The reading program stresses reading awareness, understanding the reading process, literary content, and reading/study strategies. The writing portion covers objectives concerned with the writing process, writing objectives, and evaluation procedures. The section on through-the-air language describes the Kendall Communicative Proficiency Scale as well as criteria questions (to determine student placement). Also included are a glossary, references, and appendixes (e.g. theoretical rationale for the reading and writing program; a discussion of tuning in through-the-air language, suggestions for lesson planning, an overview of the retelling modified miscue analysis form, and reading of stories and a checklists). (DB)

ED 298 757 FL 017 544

Judd, Joel B.
The Effects of Task Difficulty and Learning Environment on the Processing of Verbal Input as Measured by the Dichotic Listening Paradigm.
PUB DATE- Feb 88
NOTE- 31p.; Revision of a paper presented at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (Tampa, FL, February 5-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; College Students; *Difficulty Level; *Educational Environment; English; Higher Education; *Language Processing; Language Skills; *Listening Comprehension; Recall (Psychology); Second Language Learning; Spanish
IDENTIFIERS- *Dichotic Listening

A study examined the effects of formal and informal learning environments on the storage and recall of lexical items in the first and second languages, paying specific attention to laterality and accuracy rates for tasks of varying difficulty. The study used the dichotic listening task and subjects whose first language was English and whose second language was Spanish. Results indicate high accuracy and low laterality for English, a predictable result considering the subjects' familiarity with the language. In Spanish, marked differences were found in the subjects' accuracy of recall and degree of laterality, relating to the second language learning environment. In general, the results supported the hypothesis that as the difficulty of the language task increased, the recall accuracy would drop and the laterality effects would increase, that a commensurate difference between accuracy and laterality for language would appear, and that the differences would be significant between learning environment groups. However, the hypotheses were not substantiated to the degree anticipated. (MSE)

ED 298 772 FL 017 574

Fallon, Gerald; Morse, Marie
Le Francais a l'elementaire: Guide pedagogique, deuxieme cycle, francais-immersion (French in the Elementary School: Teaching Guide, Second Cycle, French Immersion).
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 88
NOTE- 264p.
LANGUAGE- French
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Communicative Competence (Languages); Curriculum Development; *French; Grade 4; Grade 5; Grade 6; *Immersion Programs; Intermediate Grades; Lesson Plans; Listening Comprehension; *Notional Functional Syllabi; Reading Skills; Second Language Instruction; *Skill Development; Speech Skills; Spelling; Student Role; Teacher Role; Teaching Guides; Writing Skills
IDENTIFIERS- Alberta

Alberta's teaching guide for upper-elementary French immersion instruction provides assistance in integrating notional program content with communicative language techniques. It does not provide content material, but focuses on techniques for enhancing instruction of both receptive (reading and listening) and productive (writing and speaking) skills. Separate sections are devoted to oral communication, reading, writing, and spelling, each serving as a guide to lesson development, classroom implementation, and evaluation. A subsequent section provides explanations of the principles underlying the techniques, formulation and communication of the objectives of classroom activities, and aspects of language skills development specific to this age group. Three sample lessons are included, one each for fourth, fifth, and sixth grade. (MSE)

ED 298 785 FL 017 588

Cabrera, Eulalia; And Others
Project CHAMP, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 54p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2135
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teachers; Cantonese; *English (Second Language); Federal Programs; High Schools; *Immigrants; Language Proficiency; Limited English Speaking; *Literacy Education; Mandarin Chinese; Mathematics Instruction; *Native Language Instruction; Program Design; *Program Effectiveness; Science Instruction; Social Studies; Teacher Supply and Demand
IDENTIFIERS- *Content Area Teaching; New York (New York); Project CHAMP NY
In its fourth year, Project CHAMP (Chinese Achievement and Mastery Program) provided instruction in English as a second language (ESL), native language arts, mathematics, science, and social studies to 728 limited-English-speaking Chinese immigrant students in grades nine through twelve at three schools. Content-area classes were taught in English and in Mandarin or Cantonese, depending upon the student's native language. An intensive literacy component at one site provided special instruction for students illiterate in their native language and lacking basic academic skills. School administrations were fully supportive of the program, but adequate numbers of licensed bilingual content-area teachers were not available. Curriculum materials development, staff training, and parent involvement activities were also included in the program plan. Analysis of student achievement data indicated that program objectives were met in ESL, native language arts course passing rates, content area course passing rates, intensive ESL literacy passing rates, and attendance. The intensive literacy component content area passing rates only partially met program objectives. Recommendations for improvement are given. (MSE)

ED 298 798

FL 017 602

Bolton, Sibylle
Briefkasten oder Brieftaube? Zur Auswahl der Lexik in amerikanischen Deutschlehrwerken fuer die Grundstufe. ("Mailbox" or "Carrier Pigeon"? Selecting Vocabulary for American College-Level Elementary German Textbooks).
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Central States Conference on the Teaching of Foreign Langauges (Denver, CO, April 14-16, 1988).
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Vocabulary; *College Second Language Programs; Comparative Analysis; *German; Higher Education; *Lexicology; *Textbook Evaluation; Vocabulary Skills; Word Lists
A comparison of four college-level elementary German textbooks reveals significant differences in the numbers of vocabulary entries in each textbook. Further comparison of three of the textbooks with the basic German vocabulary lists provided in "Kontaktschwelle Deutsch als Fremdsprache" and in "Das Zertificat Deutsch als Fremdsprache" reveal in all three categories of vocabulary comparison--(1) language learning, school, and literature; (2) employment and professions; and (3) current events and topics of general interest--that the three textbooks include many low frequency words and leave out many important high frequency words. Itemized vocabulary lists are included in the text. (DJD)

ED 298 812 HE 021 674

Simpson, William A.
The 1981-84 Retrenchment of the British University System. A Report.
PUB DATE- 86
NOTE- 126p.; Some appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Educational Economics; Educational Finance; *Financial Problems; Financial Support; Foreign Countries; Higher Education; Inflation (Economics); Institutional Administration; *Institutional Survival; Reduction in Force; *Retrenchment; Tenure
IDENTIFIERS- Economic Decline; *Great Britain

Information on how British institutions of higher education survive financial crises related to severe reductions in budget is provided. As British universities are working through more major budget cuts than American ones, U.S. institutions can learn from them what procedures, techniques, and philosophies allow them to survive. Chapter 1 is a succinct review of how the project was conducted, followed in chapter 2 with background information on the British system of higher eduction. Retrenchment actions described in Chapter 3 include actions related to student enrollments, organizational aspects of retrenchment, personnel related matters, and fiscal aspects of the retrenchment. Reflections on these actions are contained in chapter 4, which considers such issues as increased external influences, increases in efficiency, effects on research, early retirement, tenure, strategic planning, and departmental closures. Potential applications within American universities having to do with personnel, techniques of allocation, planning, retrenchment strategies, administration, and data related issues are described in chapter 5. Eight appendices look at: sources of information; universities visited; discussion agenda; meetings attended; typical university administrative committee structure; universities and their targets (University Grants Committee memo of July 1, 1981); one university's projection of a 1% per annum budget cut; and an example of a Taylor Square graph. Contains 31 references. (SM)

ED 298 825 HE 021 722

Garnett, Donald T., Ed.
Developmental Advising--How? Why? Proceedings of the Region VII Conference on Academic Advising. (4th, Little Rock, Arkansas, May 15-17, 1988).
National Academic Advising Association, Pomona, NJ.
SPONS. AGENCY- Arkansas Univ., Little Rock.; Henderson State Univ., Arkadelphia, AR.
PUB DATE- May 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Academic Advising; College Freshmen; Computers; Counseling Services; *Educational Counseling; Faculty Advisers; Guidance Programs; Higher Education; School Holding Power; School Orientation; Student Educational Objectives; *Student Personnel Services; Student Welfare
IDENTIFIERS- National Academic Advising Association

This report of a conference on developmental advising contains the following 18 papers: "An Introduction to the Myers-Briggs Type Indicator (MBTI)" (Roberta Corder); "Computer-Assisted Advising: The Personal Touch" (Susan Aldrich, Mark Peterson, Bruce Sands); "The Freshman Survey: Phase I" (Laura Lemonine); "Integrating the Myers-Briggs Type Indicator into a Self-Assessment and Career Exploration Course" (Teoby Gomez, Roberta Corder, Gail Zimmerman); "Heard It through the Grapevine" (Patty VanDyke); "The Undeclared Major Program at Pittsburg State University" (Robert Hilt); "A Freshman Orientation Course" (Faye Vowell); "Advising Black Scholarship Students--A Developing Model" (Carolyn Collins); "Why an Office for Student Services" (Sally McGlone, Joan Elliott); "Developing an Effective Retention Program at a Small Community College" (Johnnie Bonnar, Penny Collins, Ramona Howell); "Course Placement, Academic Advising and Student Success Courses: The Freshman Year Experience" (Patsy Causey); "Using Your Own Yardsticks" (Patty VanDyke); "Features of an Evaluation Model for Faculty Advisors in a Centralized Advising Center" (DeWayne Backhus); "Student Perceptions of the Advisor-Advisee Relationship" (Linda Fielstein); "Articulation--A Communication Problem" (Ron Formby); "Advisee Decisions Guided by Listening Advisors" (Lendley Black); "Westark's Asset Assessment and Placement Program" (Leon McLean); and "How Do You Get Students to Come In for Advisement?" (Donald Kerle). The keynote address, "Advising Adults in Transition: Implications for Developmental Advising," by Cheryl J. Polson, is included. Information on membership in and services of the National Academic Advising Association is provided. Contains 55 references. (SM)

ED 298 837 HE 021 828

Sandler, Bernice R.
The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. Final Report.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 112p.
GRANT- G008541044
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Civil Rights; *College Environment; Employed Women; Employment Practices; Equal Education; Equal Opportunities (Jobs); *Females; Grants; Higher Education; Occupational Mobility; Promotion (Occupational); *Sex Discrimination; Sex Stereotypes; *Women Faculty; Womens Education
IDENTIFIERS- *FIPSE Project; Women Administrators

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges describes ways in which women faculty, administrators, and graduate students in higher education are often treated differently from men. Under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), PSEW investigated negative behaviors and attitudes toward women professionals and pre-professionals on campus in order to assist institutions create and adapt policies and programs to counteract these problems and provide strategies for change. The FIPSE-supported report, "The Campus Climate Revisted: Chilly For Women Faculty, Administrators, and Graduate Students, "addresses such issues as stereotypes, collegiality, attractiveness, sexuality, sexual harassment, and devaluation. Approximately 100 recommendations are provided. As a result of this PSEW project, the existence of subtle discriminatory attitudes and behaviors affecting the hiring and advancement of women professionals in higher education is confirmed (but noted to be mostly unintentional and unnoticed by the majority of men and women involved). Ten appendices offer the following: a copy of "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students"; budget; "On Campus With Women"; advisory committee meeting agenda and list of participants; workshop agenda; cover letter and press release; promotional materials; extension of project request; sample letters and evaluation questionnaire responses; and selected press articles. (SM)

ED 298 851 HE 021 842

Bloom, Allan M.; And Others
Anticipating Mathematics Performance: A Cross-Validation Comparison of AID3 and Regression. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Calculus; *College Mathematics; Higher Education; Institutional Research; Mathematics Tests; Models; Multiple Regression Analysis; *Predictive Validity; Regression (Statistics); *Required Courses; Standardized Tests; *Statistical Analysis; Test Validity
IDENTIFIERS- *AIR Forum; College Board Achievement Tests

In response to the increasing importance of student performance in required classes, research was conducted to compare two prediction procedures, linear modeling using multiple regression and nonlinear modeling using AID3. Performance in the first college math course (College Mathematics, Calculus, or Business Calculus Matrices) was the dependent measure. Independent measures included demographics, high school achievement data, and College Board test scores. Using "type of mathematics" as either an independent dummy variable or as a moderator variable was considered. The data came from over 3,500 students who were beginning freshmen in 1986 and 1987 and who took one of the three math courses. The models were developed on the 1986 beginning freshmen and were compared to the sample on which they were developed and cross-validated on the 1987 freshmen. The following conclusions were reached: (1) the statistical models were useful in predicting performance, particularly among those who are predicted to have difficulty; (2) actual ability to explain performance "shrinks" from the modeling sample to the use sample; and (3) the 70% unexplained variance in performance calls from the developing of more discriminating critical variables. Data are presented in several tables and three appendices. Contains 17 references. (Author/KM)

ED 298 913 IR 013 298

Baker, Eva L.; Alkin, Marvin C.
Formative Evaluation of Instructional Development.
PUB DATE- 84
NOTE- 15p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; *Evaluation Methods; Evaluation Problems; *Evaluation Utilization; *Formative Evaluation; *Instructional Development; *Models; Research Design
This chapter discusses current methods of formative evaluation and suggests that these methods themselves need to be subjected to more critical research and evaluation in order to provide them with a more scientific base. Topics addressed include problems and methods associated with data gathering, evaluation designs, number of subjects available, use of findings, formative evaluation models, decision making algorithms, expert judgments, and the use of data for guiding and improving various stages of the instructional and product development process. (70 references) (Author/EW)

ED 298 930 IR 013 315

Duncan, Marvin E.
Problems Associated with the Professional Preparation and Certification of Educational Technology Personnel.
PUB DATE- 84
NOTE- 12p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Certification; *Educational Technology; Guidelines; Higher Education; *Instructional Development; *Media Specialists; Models; *Professional Education; *Quality Control
This chapter considers the relationships between accreditation, certification, and training for educational technologists and instructional developers, and examines the role of feedback and quality control in these relationships. The history of the development of educational technology provides background for understanding some of the problems that are associated with professional preparation of media personnel and which have implications for certification. Current guidelines for certification are listed, and the roles of feedback and quality control are presented in the form of several models to be used as an element of certification. It is then suggested that the present guidelines and certification process will represent a positive correlation between task performance and certification, and recommendations are made for using the data produced during certification to improve the quality of training programs and for applying similar procedures informally throughout the curriculum. Six figures are included. (13 references) (Author/EW)

ED 298 963 IR 052 504

Ettelt, Harold
Does the 80/20 Rule Apply to Books?
PUB DATE- 88
NOTE- 9p.; For a related report, see ED 297 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Hypothesis Testing; *Information Dissemination; *Library Circulation; *Library Collections; Library Research; Statistical Surveys; Two Year Colleges; *Use Studies
IDENTIFIERS- Columbia Greene Community College NY; *Weeding (Library)

This study tests the widely cited proposition that 20% of a library's books account for 80% of its circulation. Using data collected for a collection development survey, it was found that of the sample of 4,213 books, 799, or 19%, accounted for 79% of the circulation during 1987. In fact, 25% of the books accounted for all of the circulation that year, with the other 75% of the books remaining on the shelves. However, a smaller sample of circulating books was used to test the hypothesis that perhaps it was not the same 20% of the books circulating each year. A subsample of books was checked to see of they had circulated in 1986, 1987, or both years. Of a subsample of 2,737 books, 1,013, or 37%, accounted for all of the circulation for the two years, with 387, or 38%, circulating in 1986 only; 335, or 33%, circulating in 1987 only; and 291, or 29% circulating in both years. Put another way, of the 678 books circulated in 1986, fully 335, or 49%, did not circulate in the following year, their place being taken by books uncirculated in 1986. The text is supplemented by one table and two graphs. (EW)

ED 299 018 PS 017 451

School-Age Child Care: Technical Assistance Papers, Numbers 1-7.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- Jan 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disabilities; Educational Quality; Elementary Education; Financial Support; Guidelines; Personnel Management; Program Administration; *Program Development; *Program Implementation; *School Age Day Care

Collected are seven technical assistance papers concerning the development and implementation of community school age day care programs. The first paper provides a step-by-step guide to organizing a school-age child care program and the second paper focuses on developing a high quality program. Paper 3 explores administrative, policy, and legal issues related to running an effective program. The fourth paper discusses financial management of programs and the fifth indicates ways of finding the money needed to operate the program. Paper 6 discusses aspects of serving children with special needs in a school-age child care program. Paper 7 discusses personnel issues. Each paper lists sources of additional information. (RH)

ED 299 034

PS 017 552

Roy, Joyce; And Others
Predicting School Readiness through Children's Drawings.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Art; *Developmental Stages; Early Childhood Education; *Freehand Drawing; *Kindergarten Children; Learning Readiness; *Predictor Variables; *School Readiness Tests; Screening Tests

This study investigated the use of the developmental level of kindergarten children's art work as a predictor of readiness for first grade. The sample consisted of 55 children (33 girls and 22 boys) in three kindergarten classes. All were over 5 years of age and had not attended kindergarten before. The kindergarten screening measure used a categorization of student drawings into one of three levels of art development: (1) scribble stage; (2) preschematic stage; and (3) schematic stage. The Metropolitan Readiness Test (MRT) was used as a standard base for comparison. Scores were rated as poor, average, and high. During a 2-week period, two drawings were obtained from each child and rated by two independent raters. Findings indicated that kindergarten teachers could use the child's level of art ability as an instrument to predict which children would obtain low, average, or high scores on the MRT. If it is assumed that the MRT is an adequate predictor of subsequent school achievement, then the level of the child's art development could also serve as such a predictor. Advantages of using the level of art development as a predictor of school readiness are listed. (RH)

ED 299 049

PS 017 572

Rainhart, Dolly
Planning Manual for School-Age Child Care in New Mexico.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- New Mexico State Dept. of Human Services, Santa Fe.
PUB DATE- 30 Jun 88
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Guidelines; *Learning Activities; *Planning; *Program Development; *Program Implementation; Resources; *School Age Day Care
IDENTIFIERS- *New Mexico
This manual was designed to assist concerned individuals and organizations within communities in New Mexico to develop and plan effective school-age child care programs. Emphasized are the first steps in initiating and implementing school-age child care in a community. Chapter I discusses the need for school-age child care programs and the planning process. Chapter II focuses on needs assessment, resource analysis and making decisions on which population to serve. Getting the program off the ground is discussed in chapter III. Contents range from developing a program philosophy to obtaining a sponsoring agency and initial funding, site selection, regulations and licensing, and recruitment and publicity. Overall program planning and day-to-day planning are extensively discussed in chapters IV and V. Explored are program implementation, hours of operation, personnel, hiring, staff development, staff evaluation, personnel policies and procedures, salaries and compensation, budget, program policies and procedures, parental involvement, evaluation, the changing families of today, the school-age child, setting up the environment, schedules and routines, guidance and discipline, special problems of school-age children, and summer programs. Activities are described in chapter VI. The seventh and concluding chapter lists sources of additional information and organizational resources. (RH)

ED 298 867 HE 021 858

Gentemann, Karen M.; Rogers, Brenda H.
The Relationship of Institutional Research to the Assessment of Institutional Effectiveness. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Accreditation (Institutions); College Curriculum; College Planning; *Educational Assessment; *Educational Quality; Higher Education; *Institutional Evaluation; *Institutional Research; *Program Effectiveness; Program Evaluation; Surveys
IDENTIFIERS- *AIR Forum
The evaluation of "institutional effectiveness" is required by many accrediting agencies and mandated by some state legislatures. It was hypothesized that the degree to which institutions have mobilized to meet these new accountability demands is related to the existence of a formal institutional research office. To test this hypothesis, institutions that will be reaccredited between 1987 and 1992 by the Southern Association of Colleges and Schools were surveyed. Responses from the 167 institutions indicated few relationships between the existence of an institutional research office and the degree to which planning, research and evaluation were carried on as a part of ongoing activities prior to the visit from the accreditation team. The results are seen as raising questions about the role of institutional research in the accreditation process and in the evaluation of institutional effectiveness. Data analyses are appended in five tables. Contains 7 references. (Author/KM)

ED 298 896 IR 013 281

Trimby, Madeline J.; Gentry, Castelle G.
State of ID Systems Approach Models.
PUB DATE- 84
NOTE- 16p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Instructional Design; *Instructional Development; Management Systems; *Models; State of the Art Reviews; *Systems Approach; Teaching Methods
IDENTIFIERS- *General Systems Theory
This chapter presents and analyzes current developments in the evolution of the instructional development model. First, basic definitions of general systems and instructional development model terms are provided, and the differing uses of the terms instructional development, instructional technology, and educational technology are considered. The idea of a model and four different ways in which to use this term are then discussed, as well as current and classic instructional development models. These instructional development models are analyzed and compared, and criteria for selecting a model for use in a specific project are given. Finally, a process for developing instructional development models is outlined, and areas of needed research are detailed. Six figures are provided. (68 references) (Author/EW)

ED 298 946 IR 013 439

Rothschild, Joan
Turing's Man, Turing's Woman, or Turing's Person?: Gender, Language, and Computers. Working Paper No. 166.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computers; Creativity; Feminism; *Language Usage; *Man Machine Systems; *Sex Fairness; Sex Role

This essay compares two recent books on computer technology in terms of their usage of gendered or gender-free language. The two books examined are "Turing's Man: Western Culture in the Computer Age" by J. David Bolter and "The Second Self: Computers and the Human Spirit" by Sherry Turkle. It is argued that the two authors' gender differences in language usage and style (with Bolter using gendered language, and Turkle using gender-free language) reveal gendered differences in approach to subject matter, questions asked, content, and cultural and philosophical assumptions. The impact of this critique for teaching is examined, with specific consideration of use of the critique for raising gender issues in the classroom. (7 end notes and 21 references) (EW)

ED 298 977 JC 880 392

Groff, Warren H.; Cope, Robert G.
Achieving Excellence through Strategic Planning. Report: The Annual Management Institute for College and University Executives. (13th, Aspen, Colorado, July 17-22, 1988).
PUB DATE- Jul 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; Educational Strategies; *Self Evaluation (Groups); Two Year Colleges; Workshops
IDENTIFIERS- *Strategic Planning

The Snowmass Institute for Advanced Management Studies' workshops on "Achieving Excellence through Strategic Planning" are designed to assist college personnel in developing a strategic approach to planning and managing their department, division, college/school, institution, or system. Participants in the workshop's first track: (1) conducted an audit of their institutions' internal environment and institutional culture to determine strengths and weaknesses in the mission statement, goals and objectives, governance structure, programs, faculty, finances, facilities, and planning; (2) assessed their institutions' external environment with respect to demographic characteristics, social indicators, political change, technological advances, and workplace changes to determine opportunities and weaknesses; and (3) select strategic options (e.g., directing resources toward higher quality, public service, new student clientele, or research; or retrenchment and/or reduction in scale) and tactical alternatives. The second track of the workshop made extensive use of case studies to examine the planning process. Participants could elect to follow either track or mix sessions from both. Topics, such as outcomes assessment, institutional effectiveness, linking accreditation and strategic planning, grantsmanship/resources development, and scenario development were considered in special sessions. Eight figures display various analytical forms, models and inventories pertaining to the workshops, and two case studies of strategic planning are appended. (EJV)

ED 298 990 JC 880 416

Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1986-87. Volume 22.
North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.
PUB DATE- 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Transfer Students; Community Colleges; Employment Patterns; *Enrollment; *Enrollment Trends; Extension Education; Females; Full Time Equivalency; Majors (Students); Males; Minority Groups; School Statistics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

Official enrollment statistics are presented for the 58 institutions in the North Carolina Community College System, including detailed data for 1986-87 and summary data for previous years. Following introductory material and a glossary of terms, tables are presented, covering: (1) student enrollment by institution, quarter and program area, 1986-87; (2) student enrollment by program area, 1958-59 to 1986-87; (3) unduplicated headcount by program, 1986-87, 1985-86, and 1984-85; (4) curriculum program and extension students by age, race and sex, 1986-87; (5) student enrollment by race and sex by college, 1986-87; (6) geographic origins of students; (7) full-time equivalent (FTE) enrollment by quarter for 1986-87, and by program for 1970-71 through 1986-87; (8) FTE program enrollment by college; and (9) total average annual FTE, 1986-87. Charts and graphs illustrating data and trends are appended. (AJL)

ED 299 004 JC 880 434

Report on Enrollment, Fall 1987. California Community Colleges Report Number 88-7.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jul 88
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Community Colleges; Demography; *Enrollment; Profiles; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

A profile is presented of the demographic and academic characteristics of over 1.2 million California community college students who were actively enrolled as of the first attendance-accounting period in fall 1987. Sections I presents student counts and characteristics by districts. Section II presents student counts and characteristics by college. Both sections on enrollments contain data on: (1) number and percent of full-time, part-time, and noncredit students; (2) gender and ethnicity; (3) age; (4) credit enrollment by credit unit workload attempted; and (5) WSCH for regularly scheduled census credit classes and TPHA positive attendance classes. Section III profiles district enrollments by type of student (i.e., full-time, part-time, or non-credit), including data on gender and ethnicity, age, high school completion, level of prior educational attainment, enrollment status, residency, citizenship, and primary student goal. (AYC)

ED 298 658 EA 020 347

Marginson, Simon
From Hobbes to Friedman: Development of the Free Market Economics of Education. AFT Research Notes, Number 28.
Australian Teachers' Federation, Canberra.
PUB DATE- 22 Dec 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Fiscal Capacity; Foreign Countries; Public Schools
IDENTIFIERS- *Australia
The free market human capital discourse and its associated material practices now play a significant role in education. This discourse assumes that education is an economic site in which individuals invest in the acquisition of qualifications in order to maximize their future earning power. It demands the full privatization and deregulation of education. The development of the discourse is analyzed as follows: from 17th century scientific and liberal conceptions of the individual, society, freedom, and market equity; through Adam Smith's human capital doctrine and the second development of human capital ideas by Keynesian and neoclassical economists; to the free market human capital arguments of Milton Friedman and his successors. The policy claims of Friedman's Australian followers are examined, and the paper closes with consideration of the implications of free market practices. Appended are 44 references. (Author/LMS)

ED 298 675 EA 020 391

School Safety Check Book. School Climate and Discipline, School Attendance, Personal Safety, School Security, Model Programs.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
REPORT NO.- ISBN-0-932612-21-0
PUB DATE- Sep 88
NOTE- 220p.
GRANT- JD-85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Support; *Discipline Policy; *Educational Facilities Planning; Elementary Secondary Education; *Emergency Programs; Public Schools; *School Safety

Creating a positive school climate and developing a fair and consistently enforced discipline system are fundamental steps in making school campuses safe places in which to learn and work. This book is designed to assist in the strategic planning of effective school safety by helping a school to analyze where one is, where one should go, and how to get there by using the available resources. Chapter 1 suggests ways to assess school climate and how to address problem areas. It offers administrators and teachers guidelines for developing an effective school discipline plan. Chapter 2 examines the reasons students are absent and eventually drop out of school, giving strategies for increasing attendance. Chapter 3 shows how schools, working in cooperation with parents, law enforcement, social service agencies and other community members, can promote the health and safety of children. Chapter 4 describes the role the school law enforcement or campus security personnel can play as well as outlining other methods in making campuses physically safer and more secure. Each chapter contains sample assessment surveys, model policy statements, and references. (LMS)

ED 298 689 EC 210 622

Yoder, John H.
The Behaviour Rating Scale as a Screening Device for Learning Disabled Children in Botswana.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Rating Scales; Classroom Observation Techniques; Elementary Education; Foreign Countries; *Handicap Identification; *Learning Disabilities; *Screening Tests; Teacher Background
IDENTIFIERS- *Botswana

The study evaluated the effectiveness of an adaptation of the Behavior Ratirg Scale (BRS), a child observation form, as a screening device for identifying learning disabled children in the primary schools of Botswana. Children (N=620) in two different primary school grades (standards 5 and 7) and two different types of schools (Setswana Medium and English Medium) were evaluated. Scores of children identified by teachers as possibly learning disabled were compared to scores of non-identified children. Results suggested that: (1) mean total and subscale BRS scores of identified children were lower than those not so identified; (2) less educated teachers and those teaching in the lower standards tended to have the most undifferentiated responses; (3) use of the scale should be differentiated by user population; (4) distinction needs to be made between statistically significant results (shown by the study) and practically significant results (not yet demonstrated). (DB)

ED 298 703 EC 210 637

Ortiz, Alba A.; Polyzoi, Eleoussa
Language Assessment of Hispanic Learning Disabled and Speech and Language Handicapped Students: Research in Progress.
PUB DATE- 88
NOTE- 14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Education; *Language Handicaps; Language Proficiency; Language Tests; *Learning Disabilities; *Limited English Speaking; Longitudinal Studies; *Speech Handicaps; *Student Evaluation; Student Placement; Underachievement

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, examines implications of research on assessment procedures for limited-English-proficient (LEP) handicapped students. The discussion includes a report on a longitudinal study to identify techniques that effectively distinguish between LEP students who are handicapped and those exhibiting characteristics of second language acquisition. The 3-year study of oral language assessment for Hispanic LEP kindergarten students (N=120); classified as either speech and language handicapped, learning disabled, nonhandicapped underachievers, or nonhandicapped achievers; is exploring the relationship among various measures of English and Spanish oral language proficiency (global, pragmatic, and discrete) to special education placement decisions as well as to student achievement. Expected outcomes include empirically supported recommendations as to the best oral language measure(s) for use in diagnosis of LEP students. The paper reviews the complexities of assessing the language skill of LEP students as well as research issues related to the diagnosis of speech and language handicaps in bilingual children. (DB)

ED 298 718 EC 210 753

Kieren, Dianne K.; Hurlbut, Nancy L.
Adolescent Participation in Family Problem Solving: Diabetic and Non-Diabetic Adolescents Compared. Revised.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 27 Jun 86
NOTE- 32p.; Revision of paper presented at the Meeting of the Canadian Association of Research in Home Economics (Winnipeg, Manitoba, Canada, June 4-6, 1986). For related documents, see EC 210 754-755.
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Diabetes; *Family Relationship; Family Structure; Foreign Countries; Group Dynamics; High Schools; *Interaction Process Analysis; Participation; *Participative Decision Making; Problem Sets; *Problem Solving; Situational Tests
A comparative analysis is presented of adolescent participation in three-person family problem-solving groups, involving five families with an adolescent diabetic and three families with an adolescent with no diagnosed illness. Observation and interaction analysis of family problem-solving in a laboratory setting were used, as families were asked to discuss written vignettes describing three problem-solving situations. Problem-solving behaviors were then coded into seven summary codes, and the problem-solving process was organized into four phases (introduction, alternative generation, evaluation, and decision). Results indicated that the adolescents in both groups were actively involved in problem-solving, but in different ways. Diabetic families had a more balanced distribution of participation among the mothers, fathers, and teens. No difference was found between the two family groups in terms of total family participation by summary code; the problem-solvers used most of their thought units on identifying the problem and the rest in the following order: evaluating the problem, resolving it, offering alternatives, and least of all, offering decisions. Non-diabetic teens, however, contributed a relatively high percentage of decisions and alternatives and a relatively low percentage of identifications. In an analysis of participation patterns by phases, non-diabetic teens again sent proportionately more decisions than did the other participants. (JDD)

ED 298 731 EC 210 767

Clasen, Robert E.; Clasen, Donna Rae
Gifted and Talented Students: A Step by Step Approach to Programming.
Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Univ., Madison. School of Education.
REPORT NO.- WDPI-Bull-8180
PUB DATE- 87
NOTE- 50p.
AVAILABLE FROM- Wisconsin Department of Public Instruction, Publication Sales, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-2188.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academically Gifted; Creative Development; Creativity; Curriculum Enrichment; *Educational Diagnosis; Elementary Secondary Education; *Gifted; Gifted Disadvantaged; Individualized Instruction; Leadership Qualities; Models; *Program Design; Student Evaluation; *Talent; *Talent Identification; Teaching Methods; Testing
IDENTIFIERS- Wisconsin

In response to the estimate that 15-20 percent of the school-age population in Wisconsin can be classified as gifted and talented, this document suggests approaches educators can take to identify these students and to design programs to meet their special needs. An introductory section offers an overview of gifted and talented programming options under the general categories of individualized, special, and regular class provisions. Section 2 discusses identification procedures, presents a chart of available test instruments and their recommended use, touches on identification of gifted/talented disadvantaged students, and offers a sample peer and self-nomination form, as well as a sample parent inventory. Broad aspects of appropriate teaching methods for the intellectually gifted are discussed in section 3. Section 4 focuses on programming options for the academically able, including continuous progress, curriculum and instructional strategies modifications, acceleration, and enrichment. The final two sections deal with programming for highly creative and/or artistic students, and programming for individuals exhibiting leadership qualities. A selected bibliography concludes the document. (JW)

ED 298 744 EC 210 780

Nussbaum, Debra Berlin; And Others
Auditory and Speech Training Curriculum Guide: Kendall Demonstration Elementary School. Second Edition.
Gallaudet Univ., Washington, DC. Kendall Demonstration Elementary School.
PUB DATE- 88
NOTE- 139p.; For related documents, see EC 210 777-779.
AVAILABLE FROM- Outreach, Pre-College Programs, KDES 3400, Gallaudet College, Washington, DC 20002 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Diagnostic Teaching; Elementary Education; *Hearing Impairments; *Hearing Therapy; Individualized Education Programs; Junior High Schools; Learning Activities; *Speech Communication; *Student Educational Objectives; Student Evaluation; Teaching Methods
IDENTIFIERS- Kendall Demonstration Elementary School DC

The curriculum guide was developed to serve hearing impaired children at the Kendall Demonstration School elementary/middle school in Washington, D.C. An introductory section explains the purposes of the curriculum which provides a comprehensive format for the development of all areas of auditory and speech skills, i.e., audition, speechreading, speech (phonetic and phonologic), and functional communication. The next section provides guidelines for developing the communication portion of the Individualized Education Program by detailing child development in nine areas: degree of hearing loss, hearing aid use, auditory development, speechreading development, intelligibility rating, phonetic speech development, phonologic speech development, functional communication development, and language development. The next section explains teaching strategies organized by either environment-related or message-related variables. The major portion of the guide consists of teaching activities and materials for auditory and speech training. For each instructional goal suggested strategies and materials are offered. Appendixes include a description of auditory and speech services at the Kendall school, directions for checking the hearing aid, the Kendall Communicative Proficiency Scale, and copies of record-keeping forms. (DB)

ED 298 758 FL 017 545

Pierson, Herbert D.
Developing a Lifelong Love of Books: The Case for Reading Content Criteria.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advanced Courses; *Content Analysis; *English (Second Language); Foreign Countries; Reading Assignments; *Reading Attitudes; *Reading Material Selection; Second Language Instruction; Student Attitudes
IDENTIFIERS- *Hong Kong

The reading content offered in Hong Kong to advanced learners of English as a second language underestimates their intellectual capabilities. Material presented to second language learners is found to be linguistically correct but containing trivial, dull, and unchallenging cultural and intellectual content. This situation is closely related to the tendency of these students to read only for examinations. The cultivation of reading habits in second language learners depends on personal engagement with content and on the recognition of deepening needs for reading. The reading titles and passages of three similar textbooks, two from Hong Kong and one from China, are compared to demonstrate some different approaches to reading content. Suggestions for nurturing students' love of reading are made. (MSE)

ED 298 773

FL 017 576

Asselle, Maria Grazia; And Others
The Bilingual Program Resource and Training Center, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 62p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-852-5004
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Students; *Bilingual Education Programs; Career Counseling; Educational Assessment; *English (Second Language); Ethnic Groups; Federal Programs; Haitians; *High School Equivalency Programs; Hispanic Americans; Immigrants; Limited English Speaking; Native Language Instruction; Nontraditional Education; Nontraditional Students; *Outreach Programs; *Program Effectiveness; Program Evaluation; Spanish Speaking; Student Characteristics; Urban Programs
IDENTIFIERS- Chinese People; Greeks; Italians; *New York (New York)
In its second year, the Bilingual Program Resource and Training Center provided instruction in English as a second language (ESL), native language development, basic education, and job counseling to about 2,355 limited-English-speaking students at 15 sites in New York City. Most were recent immigrants without a high school education. About half were over 21, and many worked full-time. The program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. Program objectives helped the students develop English proficiency and content-area skills to pass the high school equivalency examination and to provide college and vocational information and counseling. Staffing patterns varied from site to site, depending on student needs and local tax-levy support. Standardized test results indicated: (1) students made significant gains on the Scholastic Aptitude Test, as proposed; (2) all ethnic groups made significant gains in mathematics, as proposed; (3) although students did not meet proposed group advancement objectives at any level, 43% were promoted at least one level; and (4) high school equivalency results could not be assessed. Recommendations for program improvement are given. (MSE)

ED 298 786 FL 017 589

Friedman, Grace Ibanez; And Others
State Incentive Grants, 1986-1987: Language Development Support Systems, Intensive Second Language Development for CAR Schools, Curriculum Specialists Project. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Bilingual Education.
PUB DATE- 88
NOTE- 39p.; Prepared by the O.E. A. Bilingual Education Evaluation Unit.
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teachers; Chinese; *Computer Literacy; Creoles; *Curriculum Development; Elementary Education; English (Second Language); French; Grade 3; Grade 8; Incentive Grants; *Inservice Teacher Education; *Instructional Improvement; Language of Instruction; Material Development; *Native Language Instruction; Program Evaluation; Second Language Instruction; Spanish; State Aid; Teacher Workshops
IDENTIFIERS- *New York (New York)

In 1986-87, the New York State Education Department's Bureau of Bilingual Education provided incentive grants to three New York City Board of Education's Office of Bilingual Education projects whose common goal was to improve instructional quality in schools that the state Comprehensive Assessment Report (CAR) had identified as having low student performance levels. The Language Development Support Systems provided instruction in computer literacy and English as a second language (ESL) to two schools' third- and eighth-grade language minority students not entitled to bilingual education. The program also provided in-service training to ESL teachers in the two schools. The Intensive Second Language Development for CAR Schools provided monthly citywide workshops for ESL coordinators, special education coordinators, and curriculum and instructional personnel at CAR schools and, when requested, for classroom teachers. The Curriculum Specialists Project recruited teams of bilingual teachers with curriculum development experience to work part-time to develop Chinese, Spanish, and French/Creole native language arts curricula for grades three to eight. The extent to which each program met its stated objectives and the recommendations for program improvement are outlined. (Author/MSE)

ED 298 799 HE 021 589

Coburn, Karen Levin; Treeger, Madge Lawrence
Letting Go: A Parents' Guide to Today's College Experience.
REPORT NO.- ISBN-0-917561-49-X
PUB DATE- 88
NOTE- 312p.
AVAILABLE FROM- Adler & Adler, Inc., 4550 Montgomery Avenue, Bethesda, MD 20814 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Environment; *College Freshmen; College Housing; *Coping; Family Role; Higher Education; *Parent Child Relationship; *School Orientation; Social Behavior; *Student Adjustment; Student Development
IDENTIFIERS- College Sophomores

Acknowledging that college life has changed dramatically over the last 20 years, this book tells parents what to expect as their children leave home. Beginning with the college admissions process, practical solutions are offered for specific problems. Topics covered include: basic issues every family should discuss before the student leaves for college; students' search for identity; expectations; orientation and disorientation; the freshman year; sophomore slump; and such specific issues as parental reactions to changes in grade patterns, student unwillingness to tell parents what their grades are, roommate behavior, drug or alcohol behavior, vacations at home, and transfer or study abroad questions. (LB)

ED 298 813 HE 021 686

McKeachie, Wilbert J.
Teaching Tips: A Guidebook for the Beginning College Teacher. Eighth Edition.
REPORT NO.- ISBN-0-669-06752-0
PUB DATE- 86
NOTE- 366p.
AVAILABLE FROM- D.C. Heath and Company, Lexington, MA 02173 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Check Lists; *Classroom Techniques; *College Faculty; *College Instruction; Discussion (Teaching Technique); Grading; Higher Education; Large Group Instruction; Questionnaires; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Student Relationship; Teaching Assistants; Teaching Methods; Testing

First published in 1951, this guidebook for college instructors and teaching assistants was written to answer the questions posed by new college teachers, to place them at ease in their jobs, and to get them started effectively in the classroom. The book contains the following parts: (1) Getting Started (e.g., course preparation, meeting the class); (2) Discussion Methods (e.g., organizing effective discussions, student-centered discussion methods; six roles of teachers); (3) Basic Skills: Lecturing, Testing, and Grading (e.g., preparing lecture notes; test construction; administering tests; types of grading); (4) Teaching Techniques, Tools, and Methods (e.g., term papers and teaching writing; one-on-one teaching and counseling; project methods and independent study; reading and programmed learning; computer uses in teaching and learning; audiovisual techniques; laboratory teaching; instructional games, simulations, and the case method; role playing and microteaching); (5) Teaching Large Classes (e.g., how to have smaller classes despite a shortage of faculty; modular instruction; morale, discipline and order); and (6) Perspectives on Teaching and the Teaching Environment (e.g., motivating students; learning and cognition; personalizing education; ethical standards in teaching; doing and evaluating research on teaching; improving your teaching; student ratings of faculty; and faculty attitudes and teacher effectiveness). Appendix A provides a questionnaire on student perceptions of learning and teaching; Appendix B, a checklist of teaching techniques. This document contains approximately 360 references. (LB)

ED 298 826 HE 021 725

Accredited Higher Education Institutions in 1984-85. OERI Bulletin.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-300
PUB DATE- Sep 86
NOTE- 11p.; Table 7 may not reproduce well due to small print.
AVAILABLE FROM- Center for Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); Graduate Study; Higher Education; *Institutional Characteristics; National Surveys; Private Colleges; Public Colleges; Trend Analysis

The U.S. Department of Education Center for Statistics annually collects data through its Survey of Institutional Characteristics of Colleges and Unversities as part of the Higher Education General Information Survey (HEGIS) program. This survey establishes the universe of institutions for all surveys in HEGIS and provides a common base for coding, trend analysis, and cross-survey data studies. A classification of higher education institutions is provided. Seven tables provide data on: the number of institutions of higher education in the HEGIS universe with additions and deletions, by control and type; institutions of higher education, by control and type (old classification); institutions of higher education, by control and type (new classification); institutions of higher education, by type and state; public institutions of higher education, by type and state; private institutions of higher education, by type and state; institutions of higher education accredited by individual accrediting agencies, by control and type; and institutions of higher education accredited by individual accrediting agencies, by control and type. All statistics include the 50 states and the the District of Columbia. In the 1984-85 school year, 3,331 higher education institutions and their branches had accreditation, an increase of 47 institutions over the previous year. Since 1977-78, the number of schools in HEGIS has shown a net increase of 236 schools. (SM)

ED 298 838 HE 021 829

Willats, Bruce
An Integrated Student Development Program. A Model for Small Colleges. Final Report to FIPSE.
Dominican Coll. of San Rafael, Calif.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 30p.
GRANT- G008302732
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrative Change; College Athletics; College Environment; Dormitories; Educational Finance; *Enrichment Activities; *Extracurricular Activities; Grants; Models; Organizational Objectives; Postsecondary Education; *Small Colleges; *Student Development; Student Improvement
IDENTIFIERS- *Dominican College of San Rafael CA; FIPSE Project

A 3-year project at Dominican College of San Rafael (California) supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), is summarized. The project developed comprehensive integrated student development plan with four perspectives: (skills, stages, tasks, and styles) designed as a cornerstone of all academic and non-academic student-oriented programs at the college. Project activities and outcomes are discussed, noting the emphasis on incorporating student development values and goals into every part of the college and of student life on campus. The report describes the following: administrative re-organization and college goals; student development study groups; administrative student development study group; student development course for students; student assessment and institutional research; student development resource center; evaluation; and student development videotapes and dissemination. A project budget is presented. Appendix A is a copy of the International Studies Newsletter with information on the Dominican College campus. Appendix B contains the project evaluator's final evaluation. (SM)

ED 298 852 HE 021 843

Stark, Joan S.; And Others
Influences on Course Planning. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Faculty; *Course Content; Curriculum Design; *Curriculum Development; Educational Objectives; Higher Education; Institutional Research; *Introductory Courses; Models; Surveys; *Teacher Attitudes
IDENTIFIERS- *AIR Forum

Faculty beliefs about educational purpose and the nature of their academic field strongly influence how they plan introductory courses. Significantly different conceptions of educational purpose among faculty in different fields may inhibit agreement on plans for curricular coherence and ways of communicating expectations to students. Interviews with 89 faculty members teaching in diverse colleges and representing eight fields also identified faculty attention to student preparation, available textbooks, and locally important factors, but little attention to alternative instructional strategies during course planning. The development of a tentative general model of course design and related questions to guide future study, based on the findings, is discussed. Nine tables of data from the interviews are appended, as is a schematic of the contextual filters model of course design. Contains 25 references. (Author/KM)

ED 298 881 IR 012 347

Senese, Donald J.
Our Future Growth Is Tied to Educational Technology.
PUB DATE- 12 Nov 83
NOTE- 20p.; Paper presented at the Telecommunications Public Forum (Marshall, MN, November 12, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Improvement; Elementary Secondary Education; Employment Projections; *Federal Aid; *Federal Programs; Government Role; Higher Education; *Job Training; *Technological Advancement

The advent of the technological revolution will affect both the world of work and the educative process. Predictions for high technology employment show high levels of growth in the 1980s, and most of these jobs will require specialized training. Dealing with the problem of job training, two possibilities emerge: the Job Training Partnership Act and the Electronic University. The Job Training Partnership Act will focus on assisting people to obtain skills needed for employment, while the Electronic University will offer courses to reach all learners on all levels, including workers who need retraining. In addition, with the renewed interest in improving education, the National Commission on Excellence in Education is recommending the strengthening of graduation requirements in the basics as well as the inclusion of computer science courses. The Office of Educational Research and Improvement (OERI) has taken the initiative in implementing technology in education, and several programs are in place which utilize technology to improve the teaching of writing in grades 3 through 6, and educational television to teach science. Grants have been awarded to 10 National Diffusion Network (NDN) "Lighthouse Projects" which use computers to enhance programs in occupational education in high technology and in basic skill instruction for compensatory education, as well as for teaching mathematics in grades 9 through 12, comprehensive secondary level reading for grades 7 through 12, and reading, mathematics, writing, and computer science for the learning disabled. (DJR)

ED 299 019 PS 017 488

Study of Foster Care Provided to Children in Nevada. Bulletin No. 87-5.
Nevada State Legislature, Carson City. Legislative Commission
PUB DATE- Aug 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption; Delivery Systems; *Foster Care; *Parent Rights; *Prevention; Program Descriptions; *Rural Areas; Social Services; *State Legislation
IDENTIFIERS- *Nevada; *Permanency Planning (Foster Care)

Discussions of foster care issues were conducted in four Nevada cities. Topics discussed in Reno included an overview of foster care in Nevada, Federal law and its application in the State, and prevention of placement in foster care. Discussed in Las Vegas were provision of foster care to children in southern Nevada and prevention of foster care and adoption. Participants in the Fallon meeting discussed foster care in rural Nevada and termination of parental rights. In the Carson City meeting, several persons, including a national consultant, discussed permanency planning. The Subcommittee to Study Foster Care Provided to Children in Nevada received testimony from a variety of sources, including staff of the welfare division of the Department of Human Resources, district court judges, counselors, members of private organizations that work with children, national consultants, foster parents, and foster children. Findings and recommendations were reported. Included in extensive appended materials are related reports, letters, charts, regulations, and suggested legislation. A bibliography provides approximately 80 citations of the related literature. (RH)

ED 298 897 IR 013 282

Gentry, Castelle G.; Trimby, Madeline J.
Interface Analysis of ID Systems.
PUB DATE- 84
NOTE- 15p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Higher Education; *Information Systems; *Information Transfer; *Instructional Development; *Models; Systems Approach; Teacher Education
IDENTIFIERS- *Interface Analysis; *Interface System

This chapter considers methods of interface analysis, the stage in the instructional development process that involves the identification, interpretation, and prioritization of essential points of contact among systems and subsystem boundaries. The structure of interfaces, types of interfaces, interface characteristics, and a procedural model for conducting an interface analysis are presented. An example of interface analysis using an undergraduate teacher education program is provided. Thirteen figures are provided. (9 references) (Author/EW)

ED 298 914 IR 013 299

Shrock, Sharon A.
Naturalistic Inquiry: An Alternative Methodology for Instructional Development Research.
PUB DATE- 84
NOTE- 9p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Educational Research; *Instructional Development; *Naturalistic Observation; *Qualitative Research; *Research Design; *Research Methodology
IDENTIFIERS- *Unobtrusive Measures
This chapter advocates the use of naturalistic inquiry as a method for undertaking unobtrusive research in instructional development. The advantages of naturalistic inquiry are listed, and it is suggested that these advantages make this form of research very useful to the field of instructional development. It is argued that both naturalistic inquiry and instructional development are focused towards "real world" problem solving, are predisposed to systematic inquiry, and encourage both long term interaction and the development of interpersonal and analytic skills. It is also suggested that the incorporation of naturalistic inquiry into the sphere of instructional development research will serve to widen methodological horizons, expand the research training of instructional development students, and produce a higher quality of research. (14 references) (Author/EW)

ED 298 931 IR 013 316

Dick, Walter; Morgan, Robert M.
Training Instructional Designers at Florida State University.
PUB DATE- 84
NOTE- 10p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Core Curriculum; Doctoral Programs; *Graduate Study; Higher Education; *Instructional Design; *Instructional Development; Masters Programs; *Program Development
IDENTIFIERS- *Florida State University
This chapter presents the history, philosophy, and curriculum of the IDD (Instructional Design and Development) program at Florida State University. The origins of the program are described, the primary factors that influenced the program as it now exists are detailed, and the major competency areas of the program are examined. The current master's and doctoral programs are then described in terms of their academic content, procedures, and faculty roles. The chapter concludes with discussions of the distinguishing characteristics of the program and projected future developments. (Author/EW)

ED 298 964

IR 052 505

Joseph, Margaret A.; Dabbs, Julia K.
Effective Library Assignments.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; College Faculty; *College Libraries; *College Students; *Course Integrated Library Instruction; Higher Education; *Library Skills; *Research Papers (Students); Student Research

Arguing that the primary means of integrating the library with classroom instruction is the library assignment or research paper, this paper takes a practical look at what constitutes an effective library assignment. It begins by debunking various misconceptions about the library and students' library skills which tend to undermine library assignments from the start. Some typical ineffective library assignments are then examined and improvements are suggested. These include deliberately giving students "impossible" assignments, referring an entire class to a single article without placing it on reserve, or assigning students trivial questions to answer as evidence of their library research. Finally, some ways of making library assignments an integral and stimulating part of students' undergraduate experience are suggested. Generally, it is suggested that effective library assignments are best developed using real problem-solving assignments rather than concocting artificial ones, and involving the librarian in the development--and possibly the presentation--of the assignment. (3 bibliographic notes/references) (EW)

ED 299 005 JC 880 440

Agreement between Riverside Community College District and Riverside Community College Chapter CTA/NEA, 1987-1990.
National Education Association, Washington, D.C.; Riverside City Coll., Calif.

PUB DATE- 87
NOTE- 93p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement between the Riverside Community College District and the Riverside Community College Chapter of the California Teachers Association/National Education Association establishes conditions of employment for full-time and some part-time instructors, counselors, librarians, school nurses, child care assistants, and summer school teachers at Riverside Community College. The articles of the agreement set forth provisions related to: (1) recognition of the bargaining agent; (2) notice requirements; (3) management rights; (4) association rights; (5) association membership and payroll deductions; (6) non-discrimination; (7) salaries; (8) fringe benefits; (9) the school calendar; (10) hours of work and faculty load; (11) improvement of instruction and services; (12) personnel files; (13) leaves of absence; (14) safety conditions; (15) reduced teaching service program; (16) transfers; (17) grievance procedures; (18) a no strike/no lockout clause; (19) summer intersession; and (20) duration and termination of the agreement. Salary and compensation schedules, a 1987-88 calendar, and a memorandum regarding maximum class size are appended. (EJV)

ED 299 035 PS 017 553

Leavitt, Robin Lynn
Invisible Boundaries: An Interpretive Study of Parent-Provider Relationships.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 87
NOTE- 43p.; An earlier version of this paper was presented at the Annual Conference of the Chicago Association for the Education of Young Children (Chicago, IL, February 19-21, 1987).
GRANT- 1-5-37217
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Communication (Thought Transfer); *Cooperation; Early Childhood Education; *Family Day Care; Interpersonal Relationship; Interviews; Observation; *Parents; *Participant Satisfaction; Quality of Life
IDENTIFIERS- Interpretive Research; *Parent Provider Relationship
The purpose of this study was to develop a preliminary understanding of the nature of provider-parent relationships in family day care homes, as revealed through interviews with providers and parents and observations of their interactions in a small number of day care homes. The study relied primarily on the theoretical and methodological perspective of interpretive interactionism: an approach that illuminates themes, as they emerge, in the experiences and perspectives of social actors in everyday situations. Included is a discussion of the perspectives of both parents and providers regarding their satisfaction with each other and the extent and content of their communication and collaboration. Findings suggested that there may be little communication or collaboration between providers and parents that is related to their expectations and the children's ongoing experience and development. Possible explanations for this finding and the implications it raises for quality care in family day care homes are discussed. (RH)

ED 298 868 HE 021 859

Phipps, Ron; McDaniel, Cleve
The Missouri Student Achievement Study: Results of the First Year.
AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988). Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Freshmen; College Students; Core Curriculum; Grade Point Average; Higher Education; High School Students; Institutional Research; *Performance Factors; Postsecondary Education; Predictor Variables; Public Colleges; Scores; Standardized Tests; *Student Characteristics
IDENTIFIERS- *AIR Forum; Missouri
An ongoing study was initiated to provide a reliable means of defining and measuring factors affecting students' performance as they move from high school to college, including the reasons why some are more able than others to excel and/or persist. The study provides public high schools, colleges, universities and the Missouri Coordinating Board for Higher Education with high school characteristics information and college data for nearly 15,000 entering college freshmen. The data includes American College Testing Service (ACT) scores, high school and college grade point averages, major, nearly all of the high school characteristics shown to be related to college success, credit hours earned, and other data on student interests and demographics. In the first year of the study, the data consisted of ACT test scores, college or university, grade point averages, credit hours and stated majors. The first-year statistical analyses and reports sent to the participating institutions are described and illustrated, and a summary of the first-year results is provided. One of the primary first-year results was the finding that only 23.5% of the students had completed the core curriculum; when the foreign language requirement was excluded from consideration, this figure was 45.3%. The second-year methodology and some preliminary results are also discussed, and an overview is given of the methodological problems and considerations. The study is considered to be valuable for state coordination and policymaking, to the institutions involved, and as a bridge for communication among the players. Four selected reports of the data are appended. Contains 5 references. (KM)

ED 298 947 IR 013 440

Laurillard, D. M.
Styles of Computer Based Learning and Training. I.E.T. Paper No. 217.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 83

NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; *Courseware; Drills (Practice); Higher Education; *Instructional Design; Models; *Training; Tutoring
IDENTIFIERS- *Learner Controlled Instruction

This paper discusses the styles of computer-based learning and computer-based training in terms of their fundamental characteristics, including balance of control between program and learner, and the kinds of learning activity they induce. Learning and training are not considered to be intrinsically different in practice, and styles such as drill-and-practice, tutorial, simulation, and modelling are discussed with reference to both. Descriptions of current implementations of each of these styles include a critique of their advantages and disadvantages: (1) TICCIT (Time-Shared Interactive Computer-Controlled Television); (2) Educational Technology Center, University of California at Irvine; (3) CAISMS (Computer Assisted Study Management System), University of Illinois; and (4) the LOGO Laboratory, Massachusetts Institute of Technology (MIT). In conclusion, the likely educational potentials of the new media are considered, and an appropriate model for courseware development is suggested. (26 references) (Author/EW)

ED 298 991 JC 880 417

Harris, Zelema
Institutional Commitment to Cultural Diversity.
PUB DATE- 8 Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago, IL, March 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Affirmative Action; Black Colleges; Black Students; Change Strategies; *College Students; *Cultural Pluralism; Curriculum Development; *Educational Change; Educational Responsibility; Enrollment Projections; Futures (of Society); Higher Education; *Minority Groups; Population Trends; *School Demography; Student Needs; Student Recruitment
In 1987, one-third of the kindergarten students in the United States were minority. These students will be the pool from which institutions of higher education will draw their college freshmen in the year 2000. The impact of this increase in cultural and ethnic diversity will be pervasive, especially with respect to broadening European-oriented curricula to make them more inclusive of other cultures. The changes that the colleges will face must be approached systematically. Institutional commitment to ethnic and cultural diversity from the executive level must be in place before progress can be achieved. This commitment must be reflected in recruitment and retention efforts to increase the number of minority and female faculty members, in activities to educate faculty members who are insensitive to minorities and non-traditional students, and in efforts to involve minority faculty members in guiding institutional responses to diversity. Student recruitment and retention efforts must focus on reversing the trend toward declining rates of participation of minority students in higher education; identifying barriers to transfer and academic success; and developing academic and personal support systems to ensure achievement. Black colleges, which provide many role models for students, promote high expectations, and foster student/teacher interaction, have played an important role in educating black youth, awarding an estimated 40% of all of the degrees earned by black students. The predominantly white colleges that have been successful in graduating minority students share the views that minority achievement is a preparation issue rather than a racial issue, that the campus environment is critical, and that the underrepresentation of minorities within the faculty needs attention. All colleges prepare themselves for the future if they begin to embrace the changing student population now. (AJL)

ED 299 050 PS 017 573

Granger, Robert C.; Marx, Elisabeth
The Policy Implications of Compensation and Working Conditions in Three Publicly Funded Early Childhood Education Systems.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Early Childhood Education; *Educational Policy; *Preschool Teachers; Public Schools; *Public School Teachers; School Districts; *School Surveys; Teacher Characteristics; *Teacher Salaries; *Teaching Conditions
IDENTIFIERS- Project Head Start
This paper analyzed the policy implications of disparate compensation and working conditions associated with teaching in three publicly funded early childhood systems in New York City. Survey data from 559 teachers (336 in public school, 134 in day care, and 89 in Head Start) included information on levels of training, credentials held, course work in early childhood education, workforce stability, and future career plans. Unacceptable rates of teacher turnover and vacancies in the nonpublic school programs were predicted by differences in compensation and working conditions. Results are discussed in the context of what is known about the quality of early childhood programs and the increasing involvement of public schools in programs for young children. Also included are 39 references, 1 note, and 6 tables. (Author/SKC)

ED 298 659 EA 020 348

Heslep, Robert D.
Professional Ethics and the Georgia Public School Administrator.
Monographs in Education No. 7.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 88
NOTE- 80p.
AVAILABLE FROM- Publication Sales, Bureau of Educational Services, G-4 Aderhold Hall, University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Principles; *Administrator Role; *Administrators; Codes of Ethics; Elementary Secondary Education; Ethical Instruction; *Ethics; Public Schools; *School Administration
IDENTIFIERS- *Georgia
This discussion of professional ethics in public school administration in the state of Georgia considers several issues: (1) the historical development of professional ethics in Georgia public school administration; (2) what is meant by professional ethics; (3) the sense in which Georgia public school administrators are members of a profession; (4) the kinds of regulations of professional conduct by which these administrators are bound; and (5) the procedures that should be used by Georgia public school administrators when employing professional ethics in their decision making. After treating these issues, the inquiry examines three illustrative cases involving the professional ethics of the Georgia public school administrator. Appended are (1) "Statement of Ethics for School Administrators" of The American Association of School Administrators; (2) Georgia Professional Practices Commission's "Code of Ethics"; and (3) National Education Association's "Code of Ethics." (SI)

ED 298 676 EA 020 392

What Is the Penny Buying for South Carolina? Assessment of the Third Year of the South Carolina Education Improvement Act of 1984.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- 1 Dec 87
NOTE- 107p.; For related document, see ED 278 171.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Community Support; *Compensatory Education; *Educational Change; *Educational Improvement; Elementary Secondary Education; Public Schools; School Business Relationship
IDENTIFIERS- *South Carolina

This assessment report examines the impact of the South Carolina Educational Improvement Act (EIA) by focusing on six specific areas relevant to improving education in South Carolina during the school year 1986-87. The report is divided into six areas that show the following improvements: (1) Academic Achievement: performance on standardized tests improved for all grades and in almost all areas; SAT total scores improved compared to national scores, which did not improve; and the dropout rate remained between 20-25 percent. (2) Services to Students: Half-day programs for 4-year-olds had a positive effect; impressive gains were made by students in remedial and compensatory programs; and enrollment in the gifted and talented program ranged from 7.9 to 11.6 percent of the student population. (3) Services to School Personnel: The average salary for teachers reached the established goal, and Teacher and Principal Incentive Programs were not highly thought of by the respective professions. (4) School Conditions: Teachers reported schools were safe and secure more often than parents and the public, and all groups surveyed agreed that emphasis on learning had increased. (5) Community Involvement: A total of 3,000 businesses were involved in business/education partnerships and volunteers working in the schools increased by 46 percent. (6) Public Confidence: The general public, teachers, and parents remained very positive about the impact of the EIA, 3 years after its passage, and perceptions of the quality of the state's education system were more positive. Each chapter includes references, and appended are opinion survey methodology information and charts showing the status of the program implementation. (LMS)

ED 298 759

FL 017 546

Fulcher, Glenn
Lexis and Reality in Oral Evaluation.
PUB DATE- 88
NOTE- 62p.; Revised and expanded version of a paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Interviews; *Language Tests; *Rating Scales; Second Language Learning; Test Construction; *Test Validity; *Vocabulary Skills
IDENTIFIERS- *Interagency Language Roundtable Oral Interview
A study investigated the rating scale used in the Interagency Language Roundtable (ILR) oral interview, focusing on the concept of vocabulary underlying assessment. The study examined the differences in strategies used by fluent native speakers and non-fluent non-native speakers to avoid disruption of communication in real conversation when lexical items are not available to them. It is argued that the ILR's concept of vocabulary is too vague to be of real practical value in an operational testing model, and that data-based discourse analysis techniques for test construction can be used to overcome the scale's shortcomings. (MSE)

ED 298 800 HE 021 590

DuBois, Ellen Carol; And Others
Feminist Scholarship; Kindling in the Groves of Academe.
REPORT NO.- ISBN-0-252-00957-6
PUB DATE- 88
NOTE- 238p.
AVAILABLE FROM- University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anthropology; College Curriculum; Education; Equal Opportunities (Jobs); *Feminism; Higher Education; History; *Intellectual Disciplines; *Interdisciplinary Approach; Literary Criticism; Philosophy; *Social Science Research

Five leading feminist scholars assess the nature and extent of the contemporary women's movement in this collaborative book that focuses on the dual disciplinary-interdisciplinary character of feminist research. The five collaborators are Ellen Carol DuBois, Gail Paradise Kelly, Elizabeth Lapovsky Kennedy, Carolyn W. Korsmeyer, and Lillian S. Robinson. The emergence of feminist perspectives in history, literature, education, anthropology, and philosophy are examined. Concerns that extend beyond specific disciplines are also considered: the existence and origins of women's oppression, including its ideological and psychological expressions and its relation to work and the family; the possibilities for women's liberation; and the implications of modernization programs and socialist revolutions for women. The book charts the deepening awareness in academia of the importance of women, and suggests how this awareness will influence future research. The five chapters are as follows: Feminism Arises in the Disciplines; New Visions in the Disciplines; Women's Oppression: Understanding the Dimensions; Liberation and Equality: Old Questions Reconsidered; and Ten Years of Feminist Scholarship: The Response of the Disciplines. Contains a selected bibliography of approximately 390 references. (LB)

ED 298 853 HE 021 844

Dickey, Ann K.; And Others
Using Age, Gender, and Degree Level to Predict Headcount and Credit Hour Enrollment. AIR 1988 Annual Forum Paper.

PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; College Credits; Declining Enrollment; *Degrees (Academic); Economic Factors; Enrollment; *Enrollment Influences; *Enrollment Projections; Enrollment Rate; Enrollment Trends; Higher Education; Institutional Research; *Sex Differences; State Universities; Statistical Analysis; Student Costs
IDENTIFIERS- *AIR Forum; *Credit Hours; Michigan

To investigate prospects for enrollment decline, institutional researchers from Michigan's 15 public universities participated in an enrollment project grounded in detailed examination of headcounts and credit hours over time. Each institution reported enrollment for 12 fall terms (1974 through 1985) categorized by age group, gender and degree level (baccalaureate, first professional, graduate). The data were aggregated and used in conjunction with state demographers' cohort population estimates to compute enrollment rates and average credit hour loads for 66 student subgroups, and the effect on enrollments of a changing population profile (fewer 18- to 24-year olds and more older people) was isolated. This phase produced an estimate that population shifts would cause systemwide headcounts to decline by 11% between 1985 and 2000, while credit hours would drop by 13%. A multiple regression model was tested that was design to relate the enrollment behavior or various age-sex-degree level groups to variations in income, unemployment, tuition and financial aid. Although the limited number of observations mandated cautious interpretation, sensitivity to the economy and college costs clearly varied considerably from one subgroup to another. Alternate projections were generated using two models. Data are presented in four tables and a figure. Contains 9 references. (Author/KM)

ED 298 882 IR 012 348

Senese, Donald J.
Technological Advances--New Opportunities for Educators.
PUB DATE- 3 Oct 84
NOTE- 17p.; Paper presented at a Meeting of the Regional Schools Contract Planning Committee of the Virginia Department of Education (Massanetta Springs, VA, October 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Computer Assisted Instruction; *Educational Improvement; *Educational Technology; Educational Television; Elementary Secondary Education; *Federal Programs; Information Networks; *Microcomputers; Multimedia Instruction; Research Projects; Teacher Education; Telecommunications; Validated Programs
IDENTIFIERS- National Diffusion Network; Office of Educational Research and Improvement
Pointing out a serious decline in the educational attainment of the nation's youth, this discussion of ways in which technology can begin to renew and improve education in American schools argues that, just as cable television and computer teleconferencing opened communication capabilities, the microcomputer presents unlimited possibilities for educators to enhance the educational climate as they prepare students for the 21st century. It is noted that the advent of the microcomputer presents the dilemmas of how and when to incorporate new technologies into an educational program, and describes several projects sponsored by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education to assist with these dilemmas. These projects include the teaching of science through such programs as the "Voyage of the Mimi," which combines educational television, microcomputer software, and printed materials in a multimedia approach; a series of school-based technology demonstration sites identified by OERI, including the Fairfax County School System (Virginia) which uses microcomputers to teach mathematics and problem-solving skills in grades 5-8 and science in grades 9-12, and plans to add word processing in grades K-12 and to provide additional teacher training in the use of microcomputers; the Computer Based Higher Order Thinking Skills (HOTS) Approach to Compensatory Education, which is a combined effort of the Glazier Elementary School in Norwalk, California, and the University of Arizona College of Education; NETWORK, Inc., which operates in several Massachusetts school districts to assist junior and senior high school English and content area teachers in developing, field testing, and evaluating a microcomputer-based program utilizing the software, QUILL, and designed to improve secondary student writing abilities; and the identification of and dissemination of information about exemplary programs through the National Diffusion Network (NDN). (DJR)

ED 298 978 JC 880 396

Agreement between Coast Federation of Employees/American Federation of Teachers Local 1911 Faculty Unit and Coast Community College District, January 14, 1987.
Coast Community Coll. District, Costa Mesa, Calif.
PUB DATE- 14 Jan 87
NOTE- 90p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers
This collective bargaining agreement between the faculty unit of the Coast Federation of Employees and Coast Community College District establishes conditions of employment for all full-time certificated employees of the district. The articles in the agreement set forth provisions related to: (1) union recognition; (2) definitions; (3) the academic calendar; (4) rights of the district; (5) rights of the federation; (6) the federation's role in governance; (7) academic freedom and responsibility; (8) personnel files; (9) evaluation of faculty members; (10) professional security; (11) academic relations; (12) hours of service; (13) working conditions and duties; (14) compensation; (15) paid leaves; (16) vacations; (17) sabbatical leaves; (18) unpaid leaves; (19) retirement; (20) recognition of meritorious service; (21) employment beyond retirement age; (22) employee and dependent benefits coverage; (23) professional meetings and conferences; (24) vacancies, transfers, and reassignments; (25) property rights; (26) grievance and arbitration procedures; (27) concerted activities; and (28) the conditions and duration of the agreement. A salary schedule, faculty evaluation forms, professional development guidelines, and sabbatical leave information are appended. (EJV)

ED 299 020 PS 017 523

Day Care--A National Priority. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, Second Session on Examining Ways of Finding Affordable, Quality Day Care For Working Mothers and Fathers (Cleveland, Ohio).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-665

PUB DATE- 22 Jan 88

NOTE- 39p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-04468-0, $1.25).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Community Programs; *Day Care; Early Childhood Education; *Educational Finance; *Family Problems; Federal Government; *Federal Legislation; Financial Needs; *Government Role; Hearings

IDENTIFIERS- *National Issues; Ohio (Cleveland); *Social Security Act Title XX

Testimony of parents, day care providers, and experts concerning the importance of day care is recorded in this document. The thrust of parents' testimony was that day care is a necessity, not a luxury. Providers' testimony argues that current levels of funding for day care do not allow for the delivery of high quality services. Increased federal support for Title XX programs was advocated, partly on the grounds that day care employees have long subsidized child day care. Concluding testimony of experts concerns the accomplishments of a day care planning project, a child care resource center, and the employee benefits offered by a bank holding company. Reasons for supporting Senate Bill 1885 and Senate Bill 1271 are indicated. (RH)

ED 298 690 EC 210 623

Murphy, Linda; Della Corte, Suzanne
Social Development and the Special Child.
PUB DATE- Jun 88
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Achievement Tests; Behavior Development; Child Development; *Child Rearing; Developmental Stages; *Disabilities; Early Childhood Education; Imitation; Intelligence Tests; *Interpersonal Competence; Intervention; Peer Relationship; Self Control; *Skill Development; *Social Development; *Socialization; Test Interpretation
IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised); Wide Range Achievement Test

This newsletter issue's feature describes difficulties the special child faces in acquiring social skills, and ways in which families and teachers can help. It outlines the socialization process beginning in early infancy, with eating habits being one of the first ways an infant is socialized into his or her culture. In early childhood, the importance of learning social development through imitation is noted, and the special child's inability to imitate is cited as one of the reasons the special child has difficulty acquiring appropriate behaviors. At school age, the child is ready to be taught specific social skills. Three social skills are stressed: acquiring self-control, developing peer relationships, and learning social amenities. Tips for helping children to develop each of these skills are provided. The newsletter concludes with a "Psychologist's Corner" column by George Popper on understanding the child's psychological test results. Commonly used academic achievement and intelligence tests are described, including the Wide Range Achievement Test-Revised and the verbal and performance scales of the Wechsler Intelligence Scale for Children-Revised. (JDD)

ED 298 704 EC 210 638

Jax, Vicki A.
Understanding School Language Proficiency through the Assessment of Story Construction.
PUB DATE- 88
NOTE- 7p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Language Proficiency; *Language Tests; *Limited English Speaking; *Narration; *Story Grammar; Student Evaluation
The paper, originally given at a 1986 Ethnic and Multicultural Symposium, reviews the language demands of schools and difficulties with conventional language proficiency measures in predicting the academic achievement of language minority children. It is suggested that language assessment include the assessment of syntactic competencies as well as discourse abilities. Research on discourse structure is reviewed indicating seven types of narrative story structures. Story construction is seen as having potential in determining the relationship between language proficiency and academic performance. (DB)

ED 298 719 EC 210 754

Kieren, Dianne K.; And Others
Designing a Family Problem Solving Training Program with an Adolescent Diabetic.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- Nov 87
NOTE- 23p.; Paper presented at the Conference of the National Council on Family Relations (Atlanta, GA, November 3-7, 1987). For related documents, see EC 210 753-755.
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Diabetes; Family Programs; *Family Relationship; Family Structure; Foreign Countries; *Participative Decision Making; *Problem Solving; *Program Development; Secondary Education; Teaching Methods; Training

An educational program was developed to assist family groups with adolescent diabetics to improve their problem-solving skills. The program is based on theoretical assumptions and research findings from a study of family problem-solving, which involved nine intact, well-functioning families (five families with a diabetic adolescent and four non-diabetic families) in 27 problem-solving episodes. Key findings from the research are reviewed, and existing programs are described. A three-session program was designed, focusing on the following skills: problem perception, problem-solving organization and interaction, and problem-solving effectiveness. Objectives, content, suggested activities, and leader resources are outlined for each session. The program is designed to be applicable to family groups other than those with adolescent diabetics, as it focuses on problem-solving skills which are relevant to all family groups. (JDD)

ED 298 732 EC 210 768

Hendrickson, Jo M.; And Others
Multidisciplinary Teams and the Case Conference: Format Guidelines for Affecting Teacher Attitude and Knowledge.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 27 Feb 87
NOTE- 15p.; Paper presented at the Conference of the Alabama Federation of the Council for Exceptional Children (Montgomery, AL, February 27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Delivery Systems; *Disabilities; *Educational Cooperation; *Educational Diagnosis; Elementary Education; Inservice Education; *Interdisciplinary Approach; Interprofessional Relationship; Models; Student Evaluation; Teamwork
IDENTIFIERS- *Case Conferences

The report describes the University of Florida Multidisciplinary Diagnostic and Training Program (MDTP), jointly administered through the Department of Pediatrics and the Department of Special Education. It functions as a diagnostic, training, and consultative resource to local school districts in north central Florida and provides short-term diagnostic services for children with complex medical, learning, and behavioral difficulties. Inservice, preservice, and parent training are also offered. The case conference procedure is fundamental to the design and operation of this model program. Case conferences follow a prearranged order of presentation, and are attended by the child's classroom teacher(s) and other local school district personnel, the MDTP liaison consultant, the educational diagnostician, the pediatric neurologist, speech pathologist, and school psychologist. A 1985 survey of teacher perceptions of the MDTP case conferences yielded highly positive responses, and 95 percent of a sample of 23 teachers reported that they modified their teaching as a result of case conference suggestions. Direct observational data collected on the interactions of MDTP team members during 10 randomly sampled case conferences indicated that all disciplines contributed to brainstorming solutions. Further investigation is recommended to identify specific variables of greatest significance in producing positive outcomes for case conferencing. (JW)

ED 298 745 EC 210 781

Fitz-Gerald, Della, Ed.; Fitz-Gerald, Max, Ed.
Viewpoints: Sex Education and Deafness.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 85
NOTE- 48p.
AVAILABLE FROM- Outreach, Pre-College Programs, Gallaudet College, Washington, DC 20002 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Counseling; *Curriculum Development; *Deafness; Elementary Secondary Education; Parent Education; Residential Schools; School Policy; *Sex Education; Sexuality; Special Schools

The 10 contributed papers are intended to clarify the major issues of sex education and deafness and offer realistic responses to the expressed needs of professionals serving the deaf. Papers have the following titles and authors: "Sex Education from the Deaf Perspective" (Robert Davila); "Sexuality and Deafness: An Overview" (Max Fitz-Gerald and Della Fitz-Gerald); "Deaf Culture and Communication: Their Influence on Sexuality" (Luther Robinson); "Human Sexuality in the Deaf World: A Counseling Perspective" (Jeff Lewis and Nancy Lewis); "On the Spot: Teaching and Counseling in a School for the Deaf" (Della and Max Fitz-Gerald); "Designing a Sex Education Program for Your School" (Max and Della Fitz-Gerald); "Sex Education Programming: The Pennsylvania Experience" (Catherine Rhoten and Donald Rhoten); "Growing Up in a Residential School: Developmental Needs and School Policies" (Richard Lytle); "Information on Sexuality: Where Does It Come From" (Max and Della Fitz-Gerald); and "Training for Parents: What Do They Need?" (Della and Max Fitz-Gerald and David Updegraff). (DB)

ED 298 774

FL 017 577

Cabrera, Eulalia; And Others
Adlai E. Stevenson High School Bilingual Education and Career Awareness Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 53p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2767
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Attendance Patterns; *Bilingual Education Programs; *Career Guidance; *English (Second Language); Federal Programs; High Schools; Hispanic Americans; Limited English Speaking; Native Language Instruction; Occupational Aspiration; *Program Effectiveness; Program Evaluation; School Holding Power; Second Language Programs; Spanish Speaking
IDENTIFIERS- *Bilingual Education and Career Awareness Program
The Bilingual Education and Career Awareness Program at Adlai E. Stevenson High School in the Bronx was awarded a 1-year grant extension to provide services to 235 ninth- through twelfth-grade limited-English-speaking Hispanic students of varying English and Spanish proficiency. Primary program goals were to increase English and Spanish proficiency, to help students meet high school graduation requirements, and to help students develop clear, realistic vocational goals. The program provided language and content-area instruction including business education, computer literacy, bookkeeping, typing, child care, and jewelry-making. Support services included individual and group sessions for orientation, personal development, career awareness, and personal problems. On-site staff development was provided. Analysis of student achievement data indicates: (1) the program objective for English language development was met; (2) Spanish language arts objectives were greatly surpassed; (3) overall mathematics, science, social studies, and business and industrial arts achievement surpassed the passing criterion; (4) the attendance rate was significantly higher than the schoolwide rate; and (5) the student suspension rate was significantly lower than the schoolwide rate. Recommendations for improvement are given. (MSE)

ED 298 787 FL 017 590

Friedman, Grace Ibanez; And Others
New York City Bilingual Education Technical Assistance Center, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Bilingual Education.
PUB DATE- 88
NOTE- 52p.; Prepareed by the O.E. A. Bilinguial Education Evaluation Unit.
GRANT- 6928
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Creoles; *Curriculum Study Centers; Elementary Secondary Education; *Faculty Development; Greek; Haitians; Inservice Teacher Education; *Limited English Speaking; Parent Teacher Conferences; *Program Development; Program Effectiveness; Program Evaluation; Spanish; Special Education; *Technical Assistance
IDENTIFIERS- *Bilingual Education Technical Assistance Center NY; New York (New York); Two Way Bilingual Education
In its fourth year, the Bilingual Education Technical Assistance Center (BETAC) provided technical assistance and training to members of the instructional and administrative staffs of programs for students with limited English proficiency in New York City's 32 community school districts and for the Board of Education's Division of High Schools. In 1986-87, the BETAC successfully implemented its six proposed activities: providing technical assistance to schools cited for low student achievement; sponsoring parents' conferences for four language groups (Chinese, Greek, Haitian/Creole, and Spanish); conducting a series of seminars on project evaluation for supervisors of bilingual and special education projects; providing technical assistance to two-way bilingual programs; planning and implementing a Spanish spelling bee; and establishing a collaborative relationship with the Bilingual Services Unit of the Division of Special Education. Problems encountered include high turnover in directors and potential anticipated demand for field services that could overwhelm the existing staff resources. Recommendations for program improvement are given. (Author/MSE)

ED 298 814 HE 021 687

Hanna, Gerald S.; Cashin, William E.
Improving College Grading. IDEA Paper No. 19.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Jan 88
NOTE- 7p.
AVAILABLE FROM- Center for Faculty Evaluation & Development, Division of Continuing Education, Kansas State University, KS ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Class Rank; College Instruction; Competition; Educational Testing; Grades (Scholastic); *Grading; Higher Education; Scoring; *Statistical Analysis
IDENTIFIERS- Grade Anxiety

The advantages and disadvantages of two common grading methods are presented, and from an analysis of the virtues and vices of these prototypic methods, a set of goals or criteria for grading systems is derived. Percentage and class-curve grading systems are discussed in detail. Criteria for grading systems include the following: obtain relevant norm referencing; avoid instability of small samples; avoid psychological evils of fixed-sum games; provide sense of efficacy; and be defined and interpretable. The concept of anchoring measures to provide an escape from the apparent paradox that emerges from the analysis of the two common grading systems is presented. The statistical processes by which anchor measures are used can be relatively simple and intuitive. Their ease of use is illustrated by the following examples: the use by one instructor of final exams as anchor measures; the teaching of a U.S. history course in a community college by three instructors each teaching one or two sections; and the teaching of a freshman English course in multiple sections by 20 graduate teaching assistants in a large university. Each of the common bases for assigning college grades (percentage and class-curve grading) has only limited meaning and lacks a sound rationale; neither satisfies the major criteria for student grading systems. Anchor measures enable the advantages of norm-referenced grading to be achieved without the negative aspects of class-curve grading. They are recommended for use in assigning college grades. Contains 10 references. (SM)

ED 298 827 HE 021 726

Defaulted Student Loans. Preliminary Analysis of Student Loan Borrowers and Defaulters. Briefing Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-112BR
PUB DATE- Jun 88
NOTE- 16p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; Educational Finance; *Federal Aid; Financial Support; Higher Education; *Loan Repayment; National Surveys; Student Characteristics; Student Financial Aid; *Student Loan Programs; *Student Responsibility
IDENTIFIERS- *Loan Default

A summary of the information presented at a May 31, 1988 meeting between the staff members of the Subcommittee on Postsecondary Education and the General Accounting Office (GAO) is provided. The information represents preliminary results of the GAO analysis of the characteristics of borrowers and defaulters in the Guaranteed Student Loan (GSL) program. This analysis was done as part of the ongoing GAO study of guaranty agencies' activities required by section 1311 of the Higher Education Amendments of 1986. The focus was on the more than 1,182,000 borrowers who had received their last loan in 1983 and had either begun to repay or had defaulted on their loans as of September 30, 1987. Preliminary analysis of student loan borrowers and defaulters show that: (1) vocational school students defaulted at higher rates than other students; (2) independent students defaulted at higher rates in each income catetgory than dependent students; and (3) borrowers who attended school one year or less defaulted at higher rates than those who continued beyond one year. Appended charts show: kind of institution attended by students; borrowers and defaulters by institution attended; more defaulters from low income families; independent students have higher default rates; most defaulters attend school for one year or less; defaulters' income by selected characteristics; percent of 1983 borrowers who defaulted by 9/30/87; and characteristics of borrowers and defaulters. A list of related GAO products (reports and testimonies) is provided. (SM)

ED 298 839 HE 021 830

Bernstein, Melvin H.
The New England Legislative Project.
New England Board of Higher Education, Wellesley, Mass.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 215p.
GRANT- G008302726
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; Educational Assessment; Educational Economics; Grants; Higher Education; *Interstate Programs; *Legislators; Public Policy; Regional Programs; *State Officials; Statewide Planning
IDENTIFIERS- Connecticut; FIPSE Project; Maine; Massachusetts; *New England; New Hampshire; Rhode Island; Vermont
A report on the 3-year regional project, sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE), on the public investment in higher education and its importance to economic development for the six state legislatures of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont is presented. During the years of 1983-1986, the New England Board of Higher Education conducted in-depth policy briefings for the state legislatures and published the proceedings for all legislators in the region. The purpose of the project was to provide state legislators with economic and financial data, trends, and concepts concerning the strong relationship between New England's higher education system and its performance of economy. The project environment is discussed, noting the United States was emerging from a recession when the project began in 1983, but 3 years later, it was improved. Project results focus on: regional and national comparisons of funding for higher education institutions and state student aid; the state workforce's level of education and preparedness for the demands of a knowledge-intensive economy; the level of high-tech employment; and the presentation of a regional approach to broadening academic offerings. Legislators indicate this type of program is very helpful. Appendices include: publications of the legislative seminars held in each of the six states; the survey report entitled "Renewing Excellence"; two articles by the project director ("Forging New Legislative Alliances: Higher Education in the State Capitol" and "Higher Education and the State: New Linkages for Economic Development"); clippings illustrating the seminars' extensive media coverage; and letters recognizing the benefits of the program. (SM)

ED 298 898 IR 013 283

Travers, Robert M. W.
Human Information Processing.
PUB DATE- 84
NOTE- 16p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Educational Technology; Information Transfer; *Instructional Development; *Memory; Models; Perception; Psychological Studies; *Schemata (Cognition)
IDENTIFIERS- *Perception Research
Focusing on the psychological processing of audiovisual materials by learners, this chapter presents and analyzes recent research on human perception, its relation to memory, and how perception is best represented in an information processing model. Topics discussed include pictorial and verbal memory, information system capacity, filtering and pigeonholing, information reduction, system overload, organizational schemata, and multimodal perception. Also considered are simultaneous and sequential information processing, transfer of information across perceptual systems, and the emerging view of the human as an information processing system. Reasons for the study of perception by instructional developers are suggested, and an argument is made for the expansion of the scientific basis of educational technology through perception research. (15 references) (Author/EW)

ED 298 915 IR 013 300

Mullally, Lee J.
The Instructional Developer and the Educational Media Production Staff: Relationships and Expectations.
PUB DATE- 84
NOTE- 7p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Instructional Design; *Instructional Development; Instructional Material Evaluation; *Material Development; Media Selection; *Media Specialists; Models; *Teamwork

This chapter examines the roles of the instructional developer and the media production specialist in the development of instructional projects in the context of a six step development process. These steps include pre-assessment, establishing goals, identifying and specifying objectives, designing strategies, selecting and/or producing resources, and evaluating performance. The concepts of production value, design value, and fixed design value are presented, together with a model for calculating these values for any given project. The use of the outcomes of these determinations for allocating resources to the various aspects of a project is also explained. It is argued that the instructional developer and the educational media production staff must work in a cooperative manner at the various stages of the process, but that the production value of the materials produced must not overshadow their design value. In addition, it is suggested that although the developer should be considered to be the leader of the development team, development decisions should be made by the whole team, including the production staff. Two figures are included. (10 references) (Author/EW)

ED 298 932 IR 013 317

Gustafson, Kent L.; Schuller, Charles F.
Professional Education in Instructional Development at Michigan State University.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Centers; Curriculum Development; *Educational Media; Futures (of Society); *Graduate School Faculty; *Graduate Study; Higher Education; *Instructional Development; *Professional Education
IDENTIFIERS- *Michigan State University
This chapter describes the history and philosophy of the professional preparation program for instructional developers at Michigan State University (MSU). The history of the program is traced from the establishment of the MSU Audiovisual Center in 1952 through the Joint Film Catalog and the NDEA (National Defense Education Act) Fellowships in the 1960s, to the Brazil Project for the Agency for International Development (AID) and the Educational Development Program of the late 1960s. The program's history in the 1970s is then detailed, including the evolution of formal coursework in instructional development, the University Consortium for Instructional Development and Technology, and the Instructional Development Curriculum. The current program, its underlying philosophy, and future developments are considered, and the relationship of these developments to the instructional development profession and to other branches of education are discussed. (Author/EW)

ED 298 965

IR 052 506

Olson, Dennis H.; Richards, Mary
The Effectiveness of Keyword Searching in an Online Catalog To Access a Special Collection.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bibliographic Records; Comparative Analysis; Indexing; Information Retrieval; *Online Catalogs; *Relevance (Information Retrieval); *Search Strategies; *Subject Index Terms; Vocational Rehabilitation
IDENTIFIERS- *Keywords; *MARC
This study was conducted to compare the effectiveness of keyword searching in an online catalog to traditional subject searching in one special collection of vocational rehabilitation materials. Subject area specialists assessed the contents of books using their terminology, and compared the results to MARC records. It was found that slightly under half of the items from the sample could be accessed using subject searching, while over 86% of the records could be retrieved when all MARC fields were searched by keyword; the title field provided the greatest access. The prevalence of multiword terms in the sample indicates that a catalog capable of proximity searching would be very useful. Two figures are included. (13 bibliographic notes/references) (Author/EW)

ED 298 948 IR 013 441

Bates, A. W.
Overview of the Use of Media in Distance Education. I.E.T. Paper on Broadcasting No. 220.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jun 83
NOTE- 16p.; Paper presented at the Norwegian Association of Correspondence Schools (Oslo, Norway, June 1983). For a related paper, see IR 013 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Communications Satellites; *Distance Education; Foreign Countries; Higher Education; Interactive Video; *Microcomputers; *Open Universities; *Telecommunications; *Telephone Instruction; Videotape Cassettes; Videotex

This paper reviews the use of different audio-visual media in distance education, including terrestrial broadcasting, cable satellite, videocassettes, audiocassettes, telephone teaching, viewdata, teletext, microcomputers, and interactive video. Trends in in distance education are also summarized and related to trends in media technology development. It is concluded that these media technology developments will provide greater choice of media to be used, greater diversity of access, a move towards low cost media, greater student control, and a convergence of media, with implications for professional training and knowledge needed by teachers/designers in distance education. (Author/EW)

ED 299 006 JC 880 441

Agreement between the San Bernardino Community College District and the San Bernardino Community College District Chapter, CTA/NEA, 1986-1989.

National Education Association, Washington, D.C.; San Bernardino Community Coll. District, Calif.

PUB DATE- 14 Aug 86

NOTE- 107p.; Part of a collection of bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement between the San Bernardino Community College District and the San Bernardino Community College District Chapter of the California Teachers Association/National Education Association establishes conditions of employment for all certificated regular, contract, and hourly instructors; counselors; librarians; college nurses; and department heads in the district. The articles of the agreement set forth provisions related to: (1) ratification of the agreement; (2) description of the bargaining unit; (3) association rights; (4) dues deduction and organizational security; (5) consultation rights of the association; (6) academic freedom; (7) non-discrimination; (8) district rights; (9) grievance procedures; (10) wages; (11) health and welfare benefits; (12) the work calendar; (13) workload; (14) transfer and reassignment; (15) personnel files; (16) evaluation procedures; (17) job-related complaints and other charges; (18) leaves of absence; (19) mileage reimbursement; (20) safety conditions; (21) reduction in force; (22) early retirement and pre-retirement reduced workload; (23) benefits for employees retiring during the term of the agreement; (24) no concerted refusals to work; (25) effect of the agreement; (26) statutory changes; (27) a savings clause; and (28) duration of the agreement. Salary and compensation schedules and grievance report forms are attached. (EJV)

ED 299 036 PS 017 554

A Survey of American Voter Attitudes Concerning Child Care Services: Highlights and Key Findings.
Marttila & Kiley, Inc., Boston, MA.
PUB DATE- Jun 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Federal Legislation; *Fringe Benefits; Government Role; National Surveys; *Public Opinion; *Public Support
IDENTIFIERS- *Act for Better Child Care Services; *Parental Leave; Telephone Surveys

A national telephone survey of a representative sample of 901 voters was conducted to measure voter attitudes toward child care and, in particular, the Act for Better Child Care Services (ABC). The survey also explored attitudes toward parental leave. Findings indicated that: (1) a majority of Americans think of child care as an urgent need and express support for governmental initiatives to assure the availability of affordable, high-quality child care; (2) the ABC garners strong support from a wide cross-section of Americans; (3) support for ABC is so strong that it overrides voter concerns about the Federal deficit; (4) most voters believe the ABC would benefit both middle-income and low-income working families; (5) health and safety standards, freedom of choice, training and consumer information are among the most attractive aspects of the ABC; (6) ABC receives greater support than an alternative plan providing tax credits to families with young children; (7) two in three voters prefer ABC to a less ambitious plan; (8) a majority favor a proposal to require employers to permit both mothers and fathers to take up to 10 weeks of optional unpaid leave after the birth or adoption of a child; and (9) two in three voters believe employers should maintain the same level of health insurance benefits for employees on parental leave that they provide working employees. Fourteen tables of data are included. (RH)

ED 299 051 PS 017 574

Alexander, Shirley; Lovelace, Terry
Lafayette Parish Early Childhood Project: 1987-1988 Academic Year. Evaluation Report.
Lafayette Parish School Board, La.
PUB DATE- 1 Jul 88
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Cost Effectiveness; *Early Childhood Education; High Risk Students; Individualized Instruction; Parent Education; *Parent Participation; Parent Student Relationship; *Preschool Children; *Program Effectiveness; *Transitional Programs
IDENTIFIERS- Louisiana (Lafayette Parish)
This report discusses the Lafayette Parish Early Childhood Project which was designed to meet the educational needs of four-year-old children with developmental lags who had not been accepted to the local Head Start program. The evaluation was conducted to determine the effectiveness of the preschool project in terms of: (1) students' improvement in physical, social and emotional, and readiness skills; (2) parental involvement; and (3) cost effectiveness. Also investigated were the performance of students previously enrolled in the project, and the impact of the parent education component on younger siblings of present preschool project participants. The project involved 2 certified teachers and 1 teacher assistant who provided individualized instruction to 31 preschool students in 2 local elementary schools (J. W. Faulk Elementary School and Vermilion Elementary School) during the 1987-1988 school year. The project was judged to be effective in terms of students' academic achievement, parental involvement in the program and subsequent impact on the students' siblings, and cost effectiveness. Seven recommendations concerning the project conclude the evaluation. Documentation includes letters, agendas, budget reports, schedules, forms, progress charts and reports, and parent and child activities calendars. (RJC)

ED 298 660 EA 020 349

Context, Outcomes and Resources of Elementary and Secondary Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Mar 88
NOTE- 64p.; Prepared by the Assessment and Evaluation Section, Division of Curriculum and School Improvement.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Planning; *Educational Policy; *Educational Quality; Educational Resources; Elementary Secondary Education; High Risk Students; Institutional Characteristics; *Public Education; School Demography; Sociocultural Patterns
IDENTIFIERS- *Oregon

The purpose of this document is to provide an overview of major trends and forces likely to affect public education in Oregon. This report is intended to serve as one source of data that could be used by state policymakers in establishing educational priorities for Oregon. The report is organized into three major categories: (1) the context of education (education and the changing nature of the work force and demographic and social trends); (2) outcomes of education (academic performance and school completion); and (3) school characteristics and resources (teacher characteristics and educational resources). (SI)

ED 298 705 EC 210 639

Ortiz, Alba A.; Yates, James R.
Characteristics of Learning Disabled, Mentally Retarded, and Speech-Language Handicapped Hispanic Students at Initial Evaluation and Reevaluation.
PUB DATE- 88
NOTE- 13p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Policy; *Educational Practices; Elementary Secondary Education; Evaluation Methods; Handicap Identification; *Hispanic Americans; Language Handicaps; Learning Disabilities; *Limited English Speaking; Mental Retardation; Multicultural Education; *Referral; Special Education; Speech Handicaps; Student Evaluation; *Student Placement
IDENTIFIERS- Regular and Special Education Relationship
The paper, originally given at a 1986 Ethnic and Multicultural Symposium, reports the results of a series of studies on the identification and placement of limited English proficient (LEP) Hispanic students. Research findings relate to the referral, assessment, and placement of LEP students in programs for the learning disabled, mentally retarded, and speech and/or language handicapped. Policy and practice implications of the findings include: the requirement that language assessment (both English and native language) precede other assessments; recognition that the handicapped child must be handicapped in his/her native language, not merely in English; necessary adaptations of assessment procedures and instruments should be documented in the student's records; recognition that scores obtained on assessment instruments for this population often indicate minimal rather than maximal abilities; assessment personnel must be fluent in the student's dominant language; instructional adaptations must be appropriate for different cultures and languages; bilingual special education personnel are needed to serve language minority students; and regular education needs to recognize its responsibility in improving the achievement of language minority students. (DB)

ED 298 720 EC 210 755

Kieren, Dianne K.; Hurlbut, Nancy L.
Arriving at a Method To Determine Phases in Family Problem Solving.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- Nov 87
NOTE- 18p.; Paper presented at the Conference of the National Council on Family Relations (Atlanta, GA, November 3-7, 1987). For related documents, see EC 210 753-754.
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Rating Scales; Comparative Analysis; *Diabetes; *Evaluation Methods; *Family Relationship; Foreign Countries; High Schools; *Interaction Process Analysis; Methods Research; *Problem Solving; Research Methodology; Social Behavior
IDENTIFIERS- *Rationality
This study focused on the problem-solving of family groups including an adolescent diabetic. The study sought to: compare three methods used to identify and analyze phases in family problem-solving interactions, establish criteria to evaluate the methods, utilize the criteria to evaluate the three methods, and select a method. The three methods were: R. Bales and F. Strodtbeck's method, the marker method, and the rating method. The Bales and Strodtbeck method divides a family's interactions into three equal phases; predicts the phase in which the frequency of a particular behavior would be highest, intermediate, or lowest; and compares the observed ordering of each behavior against the ideal predicted ordering. The marker method conceptualizes the problem-solving process as an eight-step loop which might be repeated several times. The rating method, also using an eight-step loop, goes on to assign points to particular problem-solving behaviors and then rates the family's effectiveness based on the number of points assigned. Using the three methods, nine well-functioning families were ranked as being high, moderate, or low in rationality. The relative rankings were consistent for the majority of the sample. It appeared that any of the techniques could be used for a project such as this. (JDD)

ED 298 760 FL 017 547

Cormier, Raymond
Language and Culture Immersion: A Winning Enterprise.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 9, 1988) and at the International Studies Association Meeting (St. Louis, MO, March 30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Second Language Programs; Cross Cultural Training; *Curriculum Development; Dramatic Play; Higher Education; *Immersion Programs; *Instructional Effectiveness; Modern Language Curriculum; Peer Teaching; Program Descriptions; Second Language Instruction
IDENTIFIERS- *Dartmouth Rassias Method; Wilson College PA

A second language program developed at Wilson College (Chambersburg, Pennsylvania) with a federal grant uses the Rassias Method of theatrical, dramatic language saturation. In the first application of the program at the college, peer tutors (who would be assistant teachers in the subsequent immersion program) were trained in a three-day workshop. Immediately following the workshop, a ten-day immersion course brought together 15 students of three languages (French, German, and Spanish) in classes taught by master teachers and the peer tutors. Participant evaluations were positive but revealed areas for course improvement, particularly in timing and ability grouping. Business language courses in all three languages were introduced into the college curriculum after the first immersion course. Internships intended to begin after the second offering of the immersion courses were suspended due to international incidents. The third offering of the immersion course was undersubscribed, but the fourth offering was successful, serving college students, teachers, and individuals interested in self-enrichment. A total of nine courses have been added to the college curriculum as a result of the initial immersion effort. Additional results include a program of distance learning in French. Internships have not developed as intended, but graduate credit courses for teachers may become a program by-product. Additional ideas are being pursued. (MSE)

ED 298 801 HE 021 596

Sherwin, Byron L.
Contexts and Content: Higher Jewish Education in the United States. Spertus College of Judaica--A Case Study.
REPORT NO.- ISBN-0-935982-14-0
PUB DATE- 87
NOTE- 642p.
AVAILABLE FROM- Spertus College of Judaica Press, 618 South Michigan Avenue, Chicago, IL 60605.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Church Related Colleges; College Libraries; Continuing Education; Curriculum Development; Educational History; Higher Education; Institutional Mission; *Judaism; Mission Statements; Professional Education; *Religious Education
IDENTIFIERS- *Jewish Studies; *Spertus College of Judaica IL
A vision for Jewish studies in America, and particularly for Spertus College of Judaica, is presented. The book is intended to be a roadmap by which Spertus will go into the next century with a clear, coherent plan, but also one for others who are pessimistic about the future of Jewish education. Chapters include: (1) American Education: A Diagnosis; (2) The Mission Is the Message: The Framework for Curriculum Redesign; (3) Changing Contexts and Contents: Jewish Education in the United States; (4) Jewish Studies at American Colleges and Universities; (5) Closer to Home: The College of Jewish Studies/Spertus College of Judaica--An Academic History; (6) A Curricular History of the College of Jewish Studies/Spertus College of Judaica; (7) A Liberal Arts Curriculum in Jewish Studies; (8) Curricular Design for Professional Degree Programs in Jewish Education; (9) Curricular Designs in Jewish Communal Studies; (10) The Curriculum and the "Consortium"; (11) The Library as a Learning Resource Center; (12) The Spertus Museum of Judaica as a Learning Resource Center; (13) A Commitment to Lifetime Learning: Continuing Education; and (14) Conclusions and Suggestions. Appended are the college's mission statement and policies for approval by the Board of Trustees of Spertus College of Judaica.

ED 298 854 HE 021 845

Burgos-Sasscer, Ruth
Needs Fulfillment of Department Chairs at Four-Year Colleges in Puerto Rico. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Affiliation Need; College Environment; College Faculty; *Department Heads; Higher Education; Individual Needs; Institutional Research; *Need Gratification; Personal Autonomy; Professional Autonomy; *Psychological Needs; *Quality of Working Life; Security (Psychology); Self Actualization; Self Esteem; Surveys; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *Puerto Rico
Effective management of human resources in any organization includes providing an environment that is conducive to the satisfaction of basic needs in the workplace. This concept has been increasingly embraced by business and industry and to a lesser extent in academia. One group considered vital to higher education, whose needs have been ignored, are academic department chairpersons. The perceived needs fulfillment of 114 department chairpersons at 13 four-year colleges in Puerto Rico was examined, as was the relationship of those perceptions to selected demographic factors and to four organization environmental characteristics that relate to whether the institution is public or private. An important finding was that unlike "middle managers" in non-academic settings, the department chairpersons perceived their least fulfilled need to be security, the lowest level of need according to Maslow's theory of the hierarchy of needs. Significant differences were also found between the perceptions of department chairs in private and public colleges regarding such environmental characteristics as collegiality and participation in decision-making. The implications of these findings for effective institutional goal achievement are addressed. Contains 44 references. (Author/KM)

ED 298 869 HE 021 860

Summerville, Richard M.; And Others
Grade Inflation in the Eighties: The Case of Urban Colleges and Universities. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Departments; Differences; *Grade Inflation; *Grade Point Average; *Grading; Higher Education; *Institutional Characteristics; Institutional Research; Intellectual Disciplines; Surveys
IDENTIFIERS- *AIR Forum; Christopher Newport College Va
A study of grading practices at Christopher Newport College (Virginia) was conducted, using as data the grades awarded from 1979 to 1986. Differences between "in-department" and "out-of-department" grades were also analyzed, for all students enrolled in courses in more than one department. Results included the following: (1) the average grade of the semester just completed was 2.70, higher than the official designation of the average grade; (2) there were pronounced differences in grading among departments; (3) average grades increased during the period studied; and (4) analysis of departmental differences does not support the departments' claim that superior students in a given department account for the differences. An inter-institutional study, now ongoing, was then undertaken. A total of 351 peer institutions was surveyed, with a response rate of 35%. Preliminary results from the ongoing analyses are discussed. Among the overall conclusions is that departmental and/or disciplinary differences, transcending institutional boundaries, affect grade point average elevation considerably. Data analyses are appended in tables and figures. Contains 4 references. (KM)

ED 298 899 IR 013 284

Wilson, Buford E.
Knowledge and Its Acquisition: An Introduction and Overview.
PUB DATE- 84
NOTE- 14p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Psychology; *Cognitive Structures; *Instructional Design; Instructional Development; Instructional Materials; *Learning Processes; Pattern Recognition; *Psycholinguistics; Psychological Studies; *Teaching Methods
IDENTIFIERS- *Knowledge Acquisition
This chapter describes current research in cognitive psychology and considers how this work may be applied to the design of instructional materials. The nature of knowing--and of meaningful knowing--are examined, and findings from psycholinguistics and pattern recognition are integrated to provide an understanding of concept and memorization learning. It is suggested that meaningful learning involves the relating of new content to previously learned content or previously integrated experience. Suggestions are made for the design of instructional materials to bring about such meaningful learning. Three figures are provided. (26 references) (Author/EW)

ED 298 916 IR 013 301

du Toit, Brian M.
Innovation and Diffusion--An Anthropological View.
PUB DATE- 84
NOTE- 12p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anthropology; *Change Strategies; *Classroom Environment; *Cultural Influences; *Diffusion (Communication); Educational Environment; *Instructional Development; *Instructional Innovation

This chapter presents the anthropological theory of innovation and diffusion, and applies it to the problem of implementing planned change within the instructional development process. The work of Barnett and others on culture and planned culture change is described and applied to the educational system and the classroom environment. Barnett's theory of innovation is then applied to the implementation of planned change within instructional development, and the position of the instructional developer as an advocate of change and the relationship of the developer to the client are considered. Two figures are included. (29 references) (Author/EW)

ED 298 966

IR 052 507

Electronic Record Systems and Individual Privacy. Federal Government Information Technology.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-296
PUB DATE- Jun 86
NOTE- 157p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Oriented Programs; *Disclosure; *Federal Government; Government Role; *Information Systems; Information Techrology; Police Action; *Privacy; Public Opinion; *Public Policy
IDENTIFIERS- Office of Management and Budget; *Privacy Act 1974; *Records Management

This report considers the privacy issues raised by the growth of the new technology being applied to the personal information collected, maintained, and disseminated by the Federal Government. Four major areas are addressed: (1) technological developments relevant to government record systems; (2) current and prospective Federal agency use of electronic record systems; (3) the interaction of technology and public law relevant to protecting privacy; and (4) possible policy actions that warrant congressional attention, including amendments to existing laws such as the Privacy Act of 1974, and the establishment of new mechanisms such as a Data Protection Board or Privacy Protection Commission. The text is supplemented by various figures and tables, and bibliographic notes/references are provided. Five appendixes contain supporting materials. (EW)

ED 298 979 JC 880 399

Agreement between the Board of Trustees of Henry Ford Community College and the Henry Ford Community College Federation of Teachers, American Federation of Teachers Local 1650, 1987-1990.
Henry Ford Community Coll., Dearborn, Mich.
PUB DATE- 87
NOTE- 53p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers
This collective bargaining agreement between the Board of Trustees of Henry Ford Community College and the Henry Ford Community College Federation of Teachers establishes conditions of employment for all full-time teachers, counselors, librarians, placement officers, and selected other professional personnel. The articles in the agreement set forth provisions related to: (1) union recognition; (2) board rights; (3) union-board relations; (4) conditions of employment; (5) tenure and probation; (6) seniority; (7) the college year, week, and day; (8) work and class load; (9) teaching facilities and professional improvement; (10) grievance procedures; (11) extended leaves of absence; (12) personal business leaves; (13) jury duty; (14) sick leave; (15) severance pay; (16) teacher's insurance; (17) compensation principles; (18) extra-contractual teaching; (19) experience credit for salary schedule placement; (20) teacher salary schedule; (21) longevity compensation; (22) extra-compensation for coaching and other non-teaching assignments; (23) waiver of bargaining; (24) a conformity to law clause; (25) matters contrary to the agreement; and (26) duration of the agreement. (EJV)

ED 298 992 JC 880 418

Dyste, Ron; Wilson, Al
Report and Recommendations of the Task Force on Student Financial Assistance.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 88
NOTE- 20p.; Discussed as Agenda Item Number 6 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 15-16, 1988). Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Community Colleges; Federal Programs; Federal Regulation; Governing Boards; Grants; *Loan Repayment; *Program Administration; State Aid; State Legislation; *Student Financial Aid; *Student Loan Programs; Two Year Colleges; Work Study Programs
IDENTIFIERS- *California
Several problems have been identified in the administration of student financial aid programs in California, including high default rates in the Guaranteed Student Loan (GSL) Program, a significant decrease in the number of eligible students receiving financial aid, workload increases in program administration, and unmet needs for financial aid for community college students. After studying financial aid problems, processes, and trends, the Chancellor's Task Force on Student Financial Assistance developed a series of recommendations for enhancing the Board of Governors of the California Community Colleges' role in policy development at the federal and state levels. The task force recommended that the Board of Governors: (1) support federal initiatives to increase the availability and accessibility of federal grants to community college students; (2) support legislation to establish a new state grant program for community college students to reduce their dependence on loans; (3) adopt financial aid packaging policies that encourage colleges to restrict as much as possible federal loans as a source of financial aid for first-time students; (4) support federal initiatives that would help institutions reduce GSL default rates, while reaffirming the colleges' open door philosophy; and (5) focus new or redirected federal and state funds on first-time students and investigate work-study programs as an alternative to loans. A loan profile of the California community colleges is appended. (AJL)

ED 299 021 PS 017 527

Hill, Kenneth G.
Justification Paper for Intensified Pre-school and Primary Grade Program Development.
Redwood City School District, Calif.
PUB DATE- 23 Sep 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Elementary School Students; Ethnic Groups; Primary Education; Program Development; *School Districts; *School Readiness; *Social Change; Sociocultural Patterns; *Student Characteristics
IDENTIFIERS- *California (Redwood City); *Developmentally Appropriate Programs
Information presented in this paper was used as a rationale for implementing a developmentally appropriate primary education program in the Redwood City School District, Redwood City, California. The purpose of the paper was to emphasize the need for intensifying the entry level program for students in order to insure a successful school experience for all. Discussion focuses on attitudes in people which engender success in school, societal changes which influence education, and the traditional characteristics of learning in the American classroom. Problematic characteristics of the District which were considered important to take into account in developing a new educational model are specified along with the hypotheses that constituted the foundation for beginning a relevant school readiness program for very young children. The envisioned program was designed to utilize the District's Child Development Center to promote children's readiness for formal learning. The concluding section of the paper provides an outline of the program and a timeline for its implementation. (RH)

ED 298 691 EC 210 624

Publications of Special Educational Services: An Annotated List.
Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

PUB DATE- Feb 88
NOTE- 19p.; A product of the Education Response Centre.
AVAILABLE FROM- Alberta Education, Special Educational Services--Administrative Unit, Education Response Centre, 6240-113 St., Edmonton, Alberta, Canada T64 3L2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Development; *Curriculum Development; *Disabilities; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Gifted; *Government Publications; Job Skills; Legislation; Mainstreaming; School Counseling; School Guidance; School Policy; *Special Education; Standards; Student Rights; *Talent
IDENTIFIERS- *Alberta

This annotated bibliography of publications and documents on special education services lists items available from government sources in Edmonton, Alberta (Canada). Section I lists five publications on the topics of policy, procedures, legislation, student rights, and program standards. Section II lists 40 resources focusing primarily on curriculum development, vocational skills, and mainstreaming. Resources in different areas of exceptionality are grouped under the following headings: behavior disorders, dependent handicapped, early childhood services, educable mentally handicapped, gifted and talented, guidance and counseling and career development, hearing-impaired, learning-disabled, physically/medically disabled, trainable mentally handicapped, and visually impaired. Each entry includes publication title, publication date, price, source, and an annotation. (JDD)

ED 298 746 EC 210 782

Introduction to Communication.
Model Secondary School for the Deaf, Washington, D.C.
PUB DATE- 86
NOTE- 132p.
AVAILABLE FROM- Outreach, Pre-College Programs, Gallaudet College, Washington, DC 20002 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Deafness; *Hearing (Physiology); *Hearing Impairments; High Schools; *Interpersonal Communication; Learning Strategies; *Lipreading; Student Educational Objectives

The curriculum was developed to help hearing impaired high school students understand hearing loss and its effects on communication skills as well as to develop strategies and find resources for building communication skills. Course materials are divided into six sections: (1) sound and hearing (concepts of sound, the anatomy and physiology of the hearing mechanism, causes of hearing loss, and audiograms); (2) hearing aids (styles, use, and care); (3) speechreading (components of the speechreading process and strategies to facilitate communication); (4) interpersonal communication (components of the communication process and interaction strategies); (5) communication devices and support services (telecommunications, signal devices, and interpreting services); (6) deaf awareness (current and historical perspectives on deafness and education of the deaf). Each instructional unit follows a format which covers objectives, an introductory activity, instructional methods, practice activities, and evaluation. (DB)

ED 298 775 FL 017 578

Cabrera, Eulalia; And Others
Seward Park High School Project CABES (Career Advancement through Bilingual Education Skills), 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 50p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2143
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Business Skills; Career Development; English (Second Language); Federal Programs; High Schools; Hispanic Americans; Immigrants; Limited English Speaking; Low Income Groups; Native Language Instruction; Parent Participation; Program Design; *Program Effectiveness; School Holding Power; Spanish Speaking; Staff Development; *Vocational Education
IDENTIFIERS- Content Area Teaching; *Project CABES
In its first year of extension beyond the 3-year funding cycle at Seward Park High School (New York City), Project CABES (Career Advancement through Bilingual Education Skills) provided career advancement skills to 236 low-income, limited-English-speaking Hispanic immigrant students. The program provided a career-oriented curriculum including typing, employability skills, word processing, and bilingual career workshops, and also provided bilingual content-area courses and courses in English as a second language. Support services included counseling, peer and teacher tutoring, and referrals to outside agencies. Cultural and extracurricular activities included a Latin American festival and club. Staff development included monthly program meetings, in-service programs, and local university courses, and parental involvement consisted of an advisory committee, participation in cultural events, and program office visits when needed. Analysis of student achievement data indicates: (1) English language objectives were met in fall and spring; (2) the Spanish language arts objective was not met, with high variability in individual student gains; (3) group achievement objectives were not met; (4) the overall passing rates were achieved; (5) attendance was significnatly higher than the schoolwide rate; and (6) the dropout rate was not greater than that of mainstream students. A continued search for alternatives to the limited space available is recommended. (MSE)

ED 298 815 HE 021 688

Seldin, Peter
Court Challenges to Tenure, Promotion, and Retention Decisions. IDEA Paper No. 12.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Sep 84
NOTE- 6p.; Adapted from: Seldin, Peter. Changing Practices in Faculty Evaluation. San Francisco, Jossey-Bass, 1984.
AVAILABLE FROM- Center for Faculty Evaluation & Development, Division of Continuing Education, Kansas State University, KS ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); Affirmative Action; Civil Rights; Constitutional Law; Court Litigation; Employer Employee Relationship; *Equal Opportunities (Jobs); Faculty Promotion; Higher Education; Labor Turnover; *Promotion (Occupational); Racial Discrimination; Sex Discrimination; *Tenure
IDENTIFIERS- Civil Rights Act 1964 Title VII; Dinnan (James A); Employee Rights; Gray (S Simpson)
Promotion and tenure decisions in higher education are discussed and identified as no longer private affairs within departments, but subject to affirmative action guidelines and court scrutiny. Increasing numbers of discrimination complaints are forcing committee members to justify publicly decisions that were once left to their private discretion. Reasons for this important change include the 1972 amendment to Title VII of the Civil Rights Act of 1964 extending to colleges and universities the law's prohibition of employment discrimination on the basis of race, sex, or religion. Though many institutions of higher education have accordingly hired women and minorities, tenure and promotion awards are slow, prompting alleged discrimination suits. A recent study by the National Research Council found discrimination is indeed a cause. The judicial process of discovery (the right of someone involved in litigation to gather evidence) is explained. The Dinnan and Gray court cases are discussed as examples. Further examples are provided to explain how to establish assessment criteria and a prima facie case. Other topics covered include uniform guidelines on employee selection procedures, out-of-court settlements, recent court decisions in discrimination cases, and constitutional due process. A checklist for faculty evaluation process provides 10 suggestions (e.g., written procedures, formal appeal system). Contains 10 references. (SM)

ED 298 933 IR 013 318

Bratton, Barry
The Potential for Professional Certification in the Field of Instructional/Training Design.
PUB DATE- 84
NOTE- 7p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Higher Education; *Instructional Development; *Professional Associations; *Professional Recognition; *Qualifications; Skill Analysis; Standards
IDENTIFIERS- *Association for Educational Communications Tech

This chapter considers the need for professional certification of instructional developers and describes the work of various organizations in this area. The differences between certification, accreditation, and licensure are examined, and the certification efforts of the Division of Instructional Development (DID) of the Association for Educational Communications and Technology (AECT) is detailed. The work of the DID certification task force is discussed, and the listing of instructional development competencies developed by this task force is presented. Certification efforts by other organizations are also described, including those of the American Society for Testing and Development (ASTD) and a joint task force of the DID and the National Society for Performance and Instruction (NSPI). (7 references) (Author/EW)

ED 298 677 EC 201 988

Microcomputers in Special Education: Beyond Drill and Practice. Final Report.
Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 158p.; Prepared for the Educational Media Research Production, Distribution, and Training Program. Many light pages will not reproduce well. For one-page abstract, see EC 210 616.
GRANT- G008430071
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Cooperation; Course Content; *Disabilities; Elementary Secondary Education; Innovation; *Microcomputers; Practicums

The 2-year project's primary purpose was to create a consortium, consisting of a teacher training institution, the Massachusetts State Department of Education, local educational agencies, and the research community; the consortium would serve as a mechanism for promoting research, training, and dissemination in the area of innovative microcomputer use in the education of learning disabled and emotionally disturbed students in elementary and middle schools. Learner centered software (LCS), other than drill and practice software, is defined and project objectives (such as developing a practicum course, establishing research collaborations, and writing a handbook for special educators) are specified. Activities included establishing a special interest group (SIG) in the eastern Massachusetts region, developing a graduate program practicum course at Lesley College, surveying the use of LCS with special education students on a national basis, and dissemination through articles and presentations. Appendixes (the bulk of the document) include copies of the SIG newsletters, letters from SIG members, practicum course descriptions, the complete survey report, an article on the survey, the outline of the handbook, and two sample chapters from the handbook titled: "Using the Computer To Teach Writing" and "Using the Computer To Develop Problem Solving and Critical Thinking Skills." (DB)

ED 298 733 EC 210 769

de la Brosse, Beatrice
A Multicultural/Bilingual Mainstreaming Day Care Program for Young Children with Mild to Moderate Disabilities.
El Centro de Rosemount, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 84
NOTE- 101p.; For related documents, see EC 210 770-773.
GRANT- G008401755
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Clinical Diagnosis; *Day Care; *Developmental Disabilities; Educational Diagnosis; Employed Parents; Infants; Intervention; *Mainstreaming; *Multicultural Education; Parent Education; Preschool Education; Program Design; *Program Development; Spanish Speaking; Staff Development; Young Children
IDENTIFIERS- *Early Intervention
Based on the experiences and design of a model demonstration program, the guide describes basic considerations in developing services for mildly and moderately developmentally handicapped young children in a mainstreamed, multicultural/bilingual day care setting. Un Bien Comienzo (UBC), a program developed to respond to the needs of Spanish speaking parents with young, developmentally delayed children, is part of Rosemount Center (Washington, D.C.), a bilingual, multicultural day care center for children 6 weeks to 5 years of age. Both assessment and intervention services are bilingual. Intervention by specialists is provided on-site at the day care center when parents cannot leave work to take their children for treatment. Chapter 1 of the manual discusses initial steps in program development, including such topics as needs assessment, funding, setting program goals, and recruitment and advertising. The second chapter describes UBC assessment and intervention procedures, while Chapter 3 focuses on staffing considerations. Staff development and elements of a parent program are discussed in Chapters 4 and 5, respectively. A final chapter is devoted to the ongoing evaluation process and procedures developed by UBC. Sample forms and questionnaires are included in the appendices. (JW)

ED 298 788 FL 017 591

Cabrera, Eulalia; And Others
Bilingual Pupil Services, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 63p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- 30-00-00-01-00/21-82-5005
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Teachers; Chinese; Creoles; Elementary Education; *English (Second Language); Federal Programs; Haitians; *Inservice Teacher Education; Limited English Speaking; Mathematics Instruction; Native Language Instruction; Preservice Teacher Education; *Program Administration; *Program Effectiveness; Program Evaluation; Reading Instruction; Second Language Instruction; Spanish; Teacher Certification
IDENTIFIERS- *Bilingual Pupil Services Program NY; Content Area Teaching; New York (New York)
New York's Bilingual Pupil Services program, funded by federal and city governments, promotes linguistic and academic progress among limited-English-proficient elementary school children in selected schools and provides comprehensive in-service training to bilingual paraprofessionals training to become licensed teachers. Recognition as an exemplary program and additional funding have allowed the program to be augmented to serve speakers of Chinese, Spanish, and Haitian Creole. Rigorous selection processes were used for both the paraprofessionals hired and for the schools chosen to participate in the program. Paraprofessionals were provided with monthly workshops, and new staff were given weekly sessions. Progress was monitored with formal and informal site visits. Analysis of student achievement data indicates: (1) significant English language gains for Hispanic students in grades 2-6, with significant losses in grade 1; (2) significant gains in Spanish reading; (3) large gains in mathematics among Hispanics in all grades; (4) English reading gains in most grades among Chinese speakers; (5) large gains in mathematics among Chinese speakers; and (6) significant Chinese reading gains in most grades. Recommendations for project improvement are given. (Author/MSE)

ED 298 828 HE 021 727

Pell Grants. Who Receives Them and What Would Larger Grants Cost? Briefing Report to the Ranking Minority Member, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-106BR
PUB DATE- Jun 88
NOTE- 26p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Awards; Cost Effectiveness; Educational Finance; *Federal Aid; Financial Support; *Grants; Higher Education; National Surveys; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

Information on the General Accounting Office's (GAO) analysis of Pell Grant recipients during the 1986-87 school year is presented. Following an introductory letter, Appendix I looks at profile characteristics of Pell Grant recipients during that year. Findings show that: most were full time, first year, and independent; the majority had little or no adjusted gross income; the majority attended public institutions; the majority were enrolled in programs less than 3 years; attendance costs were less than $5,000 for most recipients; few received the maximum award allowed; few received the maximum 60% share of attendance cost; and almost all who received 60% attended public schools. Appendix II provides information on Pell Grant recipients who did not receive grants in later years (students at four-year schools receiving grants after first year, and students at two-year schools receiving grants after first year). Appendix III focuses on cost estimates for increasing a recipient's cost of attendance to the maximum grant allowed (increasing grants to $2,100 for recipients with no income, increasing grants to $2,200 for recipients with no income, increasing grants to $2,100 regardless of income; and increasing grants to $2,200 regardless of income. Related GAO products (reports and testimonies) are listed. (SM)

ED 298 840 HE 021 831

Webb, Anne B.; Harvey, Leah S.
Theory Seminar Final Report 1986.
Metropolitan State Univ., St. Paul, MN.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 99p.
GRANT- G008440425
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Creative Teaching; Experimental Teaching; Higher Education; *Instructional Innovation; *Seminars; *Student Improvement; Teacher Effectiveness; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- FIPSE Project; *Minnesota Metropolitan State College; *Theory Development
Aided by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), Metropolitan State University (Minnesota) developed 18 credit carrying theory seminars and added them to the regular curriculum. These seminars were offered beginning mid-April 1985, and continue to be offered. They add theoretical learning to the students' practical knowledge. The project was designed to educate experienced adult students by providing formal learning strategies that build directly on the experientially gained knowledge while adding to it and integrating it with the more theoretical knowledge typical of college-level learning.
Information is provided on the project background and origins, project description, evaluation, publicity, and results. Project results include the addition of a series of theory seminars to the school's curriculum; the development of a model format for theory seminars; the creation of a handbook with detailed information on training faculty to develop and teach theory seminars; and presentation of papers at national and international conferences. Theory seminars are found to work well at this college, although they are more difficult to develop than originally anticipated. The result of the developmental difficulties was that the preparation of theory seminars was a significant professional development experience for participating faculty. Appended are: insights for FIPSE; copies of publicity material; evaluation information; and a copy of the grant proposal. (SM)

ED 298 883 IR 012 349

Senese, Donald J.
Technology: Developing Our Newest and Greatest Resource.
PUB DATE- 19 Apr 84
NOTE- 16p.; Paper presented at the National Conference on Technology and Education (Fort Worth, TX, April 19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Computer Literacy; Demonstration Programs; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Federal Programs; *Futures (of Society); *Government Role; Labor Needs; *Microcomputers; *Research Projects; Teacher Education; Word Processing
IDENTIFIERS- National Diffusion Network; Office of Educational Research and Improvement

Pointing out the dilemmas facing educators today in preparing people for the future, this paper discusses the supply and demand nature of the job market and the growing need for better educational opportunities, and describes opportunities provided by the concept of the newly founded Electronic University. The importance of research is emphasized, and activities sponsored by the Office of Educational Research and Improvement (OERI) which contribute to research are described. These activities include the sponsoring of a conference on computer research needs in basic skills in November 1982 and the awarding of a grant for the Center for Technology, which will focus on research; establishing the National Diffusion Network (NDN) to identify and designate schools using technology successfully as "lighthouse schools," disseminate knowledge of successful technological programs, and assist other schools in implementing such programs, which currently include programs in occupational training for secondary students, records management, and improving mathematics and reading skills; the awarding of grants for 12 school-based technology demonstration sites to facilitate sharing of programs with other school districts, including training programs such as Projects BEST, SLATE, and VIM and programs for teaching physics, chemistry, writing, mathematics problem solving skills, writing skills, and computer literacy; using educational television through such programs as the "Voyage of the Mimi" and "3-2-1 Contact"; and monitoring contracts to use technology to improve teaching of basic skills in mathematics, science, and writing, including project Quill, which uses the microcomputer to help teachers teach writing to third- through sixth-grade students. (DJR)

ED 298 949 IR 013 442

Bates, A. W.
Recent and Future Trends in Media at the Open University. I.E.T. Papers on Broadcasting No. 221.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jun 83
NOTE- 12p.; Paper presented at the Norwegian Association of Correspondence Schools (Oslo, Norway, June 1983). For a related paper, see IR 013 441. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Cassettes; Educational Technology; Foreign Countries; Higher Education; *Interactive Video; Multimedia Instruction; *Open Universities; *Telecommunications; *Telephone Instruction; Videotape Cassettes
IDENTIFIERS- *Open University (Great Britain)
This paper discusses four major developments in the use of media at the Open University: (1) the move from radio to audiocassettes; (2) use of broadcast television vs. videocassettes; (3) increased use of interactive video; and (4) CYCLOPS tutorials, which provide immediate two-way communication via the telephone together with visual pictures. Each new program is discussed in detail, including information on its costs and extent of current use. In conclusion, it is noted that the most substantial change was from radio to audiocassettes, a program that represented real cost savings because it employed low cost, easy, in-house technology. Other changes have come with less ease, and it is observed that although the change to videocassettes, videodiscs, CYCLOPS, or other programs does not necessarily entail reduced costs, these programs do provide additional benefits. (EW)

ED 299 037 PS 017 555

Johns, Jennifer S.; Panofsky, Carolyn
The Homestart Program Evaluation Report, 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Mar 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Competence; Elementary Secondary Education; *Family Environment; Federal Programs; *Parent Attitudes; Parent Participation; Parent School Relationship; Program Effectiveness; Program Evaluation; Public Schools; *Student Experience; *Teacher Attitudes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Home Start Program; *New Mexico (Albuquerque)
The evaluation of the Albuquerque Public Schools' 1985-86 Homestart Program, funded by Chapter 1 of the Evaluation Consolidation Improvement Act, employed surveys and interviews to address the impact of the programs on the home environment and on the child's experience in school. Data were gathered from Chapter 1 Cognitive Language Development teachers, regular classroom teachers, parents of children in the program, and principals at the 15 elementary schools, 1 middle school, and 1 high school participating in the program. Each of the groups, families, school principals, classroom teachers, and Chapter 1 teachers provided a different point of view about the Homestart Program. To allow each viewpoint to emerge, findings from each group at each educational level are discussed separately. The final section of the report integrates the four points of view. Although a curtailment of funding for the program was announced midway through the evaluation, the problem was considered unlikely to influence respondents' attitudes toward the intervention, and the program continued to receive widespread support. Its value was recognized, and the need for its expansion was expressed. (RH)

ED 299 052 PS 017 581

Piper, Francesca M.
Stress Management Techniques for Young Children.
PUB DATE- 88
NOTE- 48p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Early Childhood Education; Nursery Schools; *Preschool Children; *Prosocial Behavior; *Relaxation Training; *Stress Management; *Student Improvement; *Visualization
IDENTIFIERS- *Yoga

The director of a not-for-profit nursery school adapted the adult stress management techniques of exercise and relaxation for use with 3- to 5-year-old children. Specifically, children were taught visualization techniques and yoga exercises involving deep breathing. The goal of the practicum was to rechannel children's negative stress-related behaviors, such as hitting, pushing, and loud talking, into creative and productive outlets. After going through a series of yoga exercises, children sat or reclined, closed their eyes, and responded to a request to imagine something. After completing the exercise, children talked about their thoughts and, if they wished, responded to their experiences by drawing or painting. After approximately 3 weeks, children could be quieted without the use of yoga. Over a period of 10 weeks, visualization and guided imagery proved to be especially successful in calming and increasing the attention spans of members of the 4- and 5-year-old groups. The group as a whole showed increased self-control after the visualization sessions. Overall classroom mood was calmer, more focused, and more cooperative after the intervention sessions. It is concluded that visualization helps young children deal with problems. (RH)

ED 298 661 EA 020 352

Bowers, J. Howard; Hawk, Ginger
A Cooperative Administrative Study: Using Doctoral Internships To Accelerate the Transition from Manual Student Records to Computerized Records.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Computer Oriented Programs; Computer Software; *Computer Uses in Education; Doctoral Programs; Elementary Secondary Education; *Internship Programs; Principals; *Programing; Public Schools; *Recordkeeping; Records (Forms); Superintendents
This narrative depicts how one university utilized doctoral interns to aid in the transition of a student management system from manual to computerized student records. Findings included the statement that the benefits gained from a computerized student records system outweigh the pain of the conversion process for all personnel using the student system. Appended are recommendations, tables of interview summaries with elementary principals, and several sample computer data screens. (SI)

ED 298 761

FL 017 548

Preisinger, Robin; And Others
Computers, Reading, and Schema Theory: What's the Connection? An Evaluation of Reading Software According to Schema Theory.
PUB DATE- Mar 88
NOTE- 45p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *English (Second Language); *Instructional Material Evaluation; *Reading Instruction; *Reading Material Selection; Second Language Instruction
IDENTIFIERS- *Schema Theory
A study used schema theory as a basis for developing an instrument to evaluate reading software. The instrument was designed to assess software used in English-as-a-second-language (ESL) reading instruction. Evaluation criteria and questions were developed to address the programs' interactive capabilities (flexibility, response to student errors, and ability to distinguish between significant and insignificant errors), approach to information processing (encouragement of the use of prediction and problem-solving strategies, use of text-based activities in the context of a reading passage, and encouragement of textual analysis skills for comprehension), approach to background knowledge (assumption of existing knowledge, and the building of schemata through pre-reading activities), and general software construction and use. The instrument was then used to examine a sampling of four current software packages. The results of the evaluations are presented, and the advantages and limitations of the instrument are discussed. (MSE)

ED 298 802 HE 021 651

Lynton, Ernest A.
The Missing Connection between Business and the Universities.
American Council on Education/Macmillan Series on Higher Education.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-919280-3
PUB DATE- 84
NOTE- 192p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Avenue, New York, NY 10022 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business; Continuing Education; Cooperative Planning; *Corporate Education; *Higher Education; *Human Resources; *Labor Force Development; Models; Needs Assessment; *School Business Relationship; Universities

The current state of corporate education and the role played in it by U.S. colleges and universities are examined in this book, whose comprehensive framework brings both business and higher education into the process of upgrading and maintaining the skills of the American workforce. Attitudes, procedures, and policies that block increased cooperation are surveyed, as are practices that must be overcome, including the peripheral status of continuing education in academe and the lack of a systematic, long-term approach to human resource needs in industry. Chapters are as follows: (1) The Importance of Human Resources (the work force in post-industrial society; human capital theory); (2) Employer-Sponsored Education (scope and organization; content and nature); (3) The Role of Colleges and Universities; (4) The Need for Change in the Academy (procedural changes; the need for shared authority and dialogue); (5) A Reexamination of Professional Education; (6) Some Comments about Employer-Sponsored Education (the human relations component; the importance of breadth and content; the need for a longer-range perspective); (7) An Agenda for Joint Action (coping with accelerating change; lifelong occupational maintenance; maximizing flexibility); and (8) Concluding Remarks: A New Model for the University. Contains approximately 200 references. (LB)

ED 298 855 HE 021 846

Mencke, Reed; And Others
Assessing Institutional Effects on Retention. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *Educational Environment; Higher Education; Institutional Research; *School Holding Power; Sex Differences; *Social Environment; *Student Attitudes; *Student College Relationship; Student Development; Student Participation; Teacher Student Relationship
IDENTIFIERS- *AIR Forum; Tinto Theory
A pilot study of retention at a large, residential, Ph.D.-granting institution employed causal modeling (LISREL) to examine the effects of institutional variables (academic and social climate) on student retention within the causal structure specified by the Tinto model. Scales constructed from Cooperative Institutional Research Program (CIRP) and College Student Experiences Questionnaires (CSEQ) data were found to provide useful measures of the Tinto constructs. For males, institutional variables produced indirect effects on retention through student involvement and perceived gains in career and social development. Information on females is not reported, and it is noted that the results cited may apply only to white males with reasonably good grades in high school. Also, unlike the Tinto model, the data did not allow for distinctions between voluntary and involuntary withdrawal. Contains 33 references. (Author/KM)

ED 298 870 HE 021 861

Murray, Judith A.; Uhl, Norman P.
Using SAS to Track Both Traditional and Non-Traditional Patterns of Enrollment. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Dropouts; Enrollment; *Enrollment Projections; Enrollment Trends; *Females; Higher Education; Institutional Research; *Nontraditional Students; School Holding Power; *Statistical Analysis; *Student Attrition
IDENTIFIERS- *AIR Forum; *Statistical Analysis System
With the increasing number of part-time and adult students entering universities over the past several years, students who tend not to follow the traditional pattern of study, the task of accurate enrollment predictions has become increasingly difficult. The use of the Statistical Analysis System (SAS) software package to effectively track both traditional and nontraditional students, and identify their specific enrollment patterns, is demonstrated. The enrollment patterns of 1,439 students (mostly female) making up the entering class of 1983 at Mount Saint Vincent University, Canada, were examined. The procedure and results of the SAS analysis are discussed, and tables, charts and graphs illustrate the output. The impact that nontraditional patterns of enrollment can have on the accuracy of enrollment projections is also discussed. The results of the study illustrate this point in three ways: student populations must be divided into distinct groups for analysis; conceptual models of student flow must include re-entry points for students who drop out temporarily; and it is dangerous to assume, in looking at enrollments across years, that students have persisted non-stop across that period. Contains 4 references. (Author/KM)

ED 298 934 IR 013 319

Dickerson, Laurel

Women and Instructional Development: Patterns of Growth.

PUB DATE- 84
NOTE- 9p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; *Feminism; *Instructional Development; Literature Reviews; Professional Associations; *Professional Recognition; *Publications; *Sex Role

This discussion of the parallel development of instructional development and the professional practices of women instructional developers examines both the three historical phases of the instructional development literature from the 1960s to the 1980s, and the literature of the women's movement for the corresponding period. The first stage is characterized as representing the establishment of philosophical and theoretical foundations for professional practice; the second stage as reflecting the strategies and organizations whose purposes were to provide information to and support for professional practitioners; and the third as represented by the literature which ultimately reflects the legitimizing and refining of professional practice. It is concluded that the patterns of growth for women and for instructional development have now merged into a pattern of growth for women instructional developers, and that this pattern is reflective of the profession itself: as women developers work to legitimize and refine professional practice, so, too, is the profession legitimized and refined. (5 reference notes and 41 references) (Author/EW)

ED 298 967

IR 052 508

Management, Security, and Congressional Oversight. Federal Government Information Technology.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-297
PUB DATE- Feb 86
NOTE- 199p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computers; Decision Making; *Federal Government; Federal Legislation; *Information Dissemination; *Information Technology; *Information Utilization; Innovation
IDENTIFIERS- *Computer Crimes; *Information Resources Management

This report considers the management, use, and congressional oversight of information technology in the Federal Government as rapid advances in technology--e.g., microcomputers, computer networking, computer modeling, videoconferencing, and electronic information exchange--are generating many new applications, opportunities, and issues which are said to warrant congressional attention. The report addresses five major areas: (1) management of information technology, including strategic planning, innovation, procurement, and the information resources management (IRM) concept; (2) information systems security and computer crime; (3) information technology and decision support; (4) management of government information dissemination; and (5) opportunities for using information technology in conducting congressional oversight. The report identifies significant progress, problems, and opportunities for improvement in the management and use of information technology, and makes recommendations for both executive branch improvements and congressional encouragement of improvements through the oversight process or further legislation. The text is supplemented by numerous figures and bibliographic notes/references are provided. Four appendixes contain supporting materials. (EW)

ED 298 980 JC 880 401

Agreement between the County of Sullivan and Sullivan County Community College and the Professional Staff Association of Sullivan County Community College, September 1, 1987-August 31, 1990.

National Education Association, Washington, D.C.; Sullivan County Community Coll., Loch Sheldrake, NY.

PUB DATE- 87

NOTE- 66p.; Part of a collection of bargaining agreements compiled by the National Education Association.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement between the County of Sullivan and Sullivan County Community College and the Professional Staff Association of Sullivan County Community College establishes conditions of employment for academic teaching, non-teaching, and support staff. The articles in the agreement set forth provisions related to: (1) accordance with applicable laws; (2) definitions; (3) recognition of the bargaining unit; (4) dues deduction; (5) rights and responsibilities of the employer; (6) mutual pledge to the Public Employees Fair Employment Act; (7) non-discrimination; (8) the Management and Association Committee; (9) academic freedom; (10) membership, purpose, duties, and officers of the faculty; (11) workload of academic and non-academic teaching staff, academic support staff, and adjunct teachers; (12) salaries and compensation; (13) academic appointments and reappointments; (14) non-reappointment of academic support staff; (15) discipline and termination of academic teaching, non-teaching, and support staff; (16) retrenchment; (17) contract disagreements and arbitration procedures; (18) membership in retirement systems; (19) personal and professional leaves of absence; (20) the work year; (21) campus meeting facilities; (22) changes in the agreement; and (23) terms of the agreement. (EJV)

ED 299 007 JC 880 442

Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association, July 1, 1986-June 30, 1989.
Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
PUB DATE- 86
NOTE- 127p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

This collective bargaining agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association establishes conditions of employment for all non-management certificated employees in the District. The articles in the agreement set forth provisions related to: (1) definitions of terms and the scope of the bargaining unit; (2) effect of the agreement; (3) association rights; (4) organizational security; (5) grievance procedures; (6) annual or biannual employee evaluations; (7) part-time faculty; (8) personnel files; (9) load and class size; (10) hours and scheduling; (11) class cancellations; (12) employee reassignment; (13) transfers to other campuses; (14) travel expenses; (15) reduction in force; (16) personal and professional development leaves; (17) pre-retirement reduction in contract; (18) the district's early retirement incentive program; (19) continued employment beyond 70 years of age; (20) post-retirement employment; (21) paid benefits for current and retired employees; (22) salaries; (23) special assignments; (24) summer sessions; (25) the academic calendar; (26) a nondiscrimination clause; (27) contract review and consultation; (28) resignations; (29) reprimands of certificated employees; (30) duration of the agreement; (31) adult education faculty; (32) special adjunct faculty; (33) stipends for training, re-training, or revitalization; (34) a professional conference fund; (35) contract instruction; and (36) professional achievement awards. Salary schedules, academic calendars, and memoranda of understanding concerning the provisions of eight articles and other employment issues are appended. (EJV)

ED 298 900 IR 013 285

Hand, James D.
Split-Brain Theory and Recent Results in Brain Research: Implications for the Design of Instruction.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain Hemisphere Functions; *Instructional Design; Lateral Dominance; Learning Processes; *Long Term Memory; *Neurolinguistics; Psychological Studies; *Short Term Memory; Visualization
IDENTIFIERS- *Triune Brain

This review of the literature on the workings of the brain in relation to learning and instructional design reviews recent research on both long- and short-term memory, and discusses findings on lateralized or "split-brain" functions. Problems associated with short-term memory are also considered, and the concept of the Tribune Brain is discussed. The chapter concludes by discussing the implications of this research for instructional design. Two figures are provided. (35 references) (EW)

ED 298 917 IR 013 302

Wolf, W. C., Jr.
Linking Knowledge Production and Needs of Knowledge Users. II.
PUB DATE- 84
NOTE- 22p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Communication Research; *Diffusion (Communication); *Educational Change; *Linking Agents; *Theory Practice Relationship
IDENTIFIERS- *Knowledge Utilization; *Linkage
Arguing that many new ideas, techniques, and products fail to be adopted because they are not properly linked to the needs of knowledge users, this chapter presents an approach to the problem of linking the knowledge user with the knowledge producer that is designed to provide linkage agents with a frame of reference and tools for disciplined inquiry. The approach uses a programmatic effort covering several studies that employ the Wolf-Welsh Linkage Methodology (WWLM) and the Wolf Knowledge Diffusion/Utilization Inventory (WKD/UI). The paper begins by reviewing the literature of knowledge diffusion and utilization. The development of the WWLM using Hutchinson's metamethodology is then described, as well as the development of the WKD/UI. Studies using both processes are detailed. Finally, the use of the methodology and the inventory by linkage agents is described. One figure and two appendixes describing the WWLM and WKD/UI are included. (23 references) (Author/EW)

ED 298 993 JC 880 419

Freitas, Joseph M.; And Others
Conversion of the Livermore Education Center to College Status.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 88
NOTE- 35p.; Discussed as Agenda Item Number 7 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 15-16, 1988). Appendixes printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; *Community Colleges; *Educational Change; Educational Needs; Multicampus Districts; *School Organization; *Transitional Schools; Two Year Colleges

In March 1988, the South County Community College District (SCCCD) requested the approval of the Board of Governors of the California Community Colleges to change the status of the Livermore Education Center from an "educational center" to a "college." An analysis by the Chancellor's Office of the request indicated that the District met Title 5 requirements for establishing a new college. The Chancellor's Office assessment of District compliance indicated that: (1) the service area is expected to double in population by the year 2000; (2) the Center, which currently enrolls 23% of the SCCCD's total population, is expected to account for 27% of District enrollments by 1992; (3) the conversion has strong community support; (4) the programs and services currently offered by the Center are sufficient in breadth and depth to constitute a college curriculum; and (5) 1987 projections by the Association of Bay Area Governments indicate increases in the number of jobs in the communities of Livermore, Pleasanton, and Dublin by 116 percent, 229 percent, and 112 percent, respectively, between 1985 and 2005. The Chancellor's Office concluded that there were no feasible alternatives to the conversion, and while its impact on the District's eroding financial reserves could prove problematic, the overall proposal was sound. Appendixes include a history of the site development of the Center following the annexation of the Livermore-Amador Valley, a list of program offerings, and a statement of the general policy for development of colleges in the SCCCD. (AJL)

ED 299 022

PS 017 528

Buckleitner, Warren
1988 Survey of Early Childhood Software.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
REPORT NO.- ISBN-0-93-1114-32-2
PUB DATE- 88
NOTE- 155p.
AVAILABLE FROM- High/Scope Press, 600 North River Street, Ypsilanti, MI 48198 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Computer Software Reviews; Computer Uses in Education; Early Childhood Education; *Instructional Material Evaluation; *Microcomputers; Selection; *Young Children

This book reviews over 250 computer programs oriented toward the three- to six-year age range. Each program has been screened with checklists designed to rate such factors as ease of use, content strength, instructional design, and developmental appropriateness. The opening section contains an alphabetical list of all the software titles covered, and an illustrated guide to understanding the ratings given to each program. A "scan" page summarizes general statistical information about the survey, including how many programs are available for each kind of computer, how many employ a joystick, and how many require a color monitor. The second section consists of alphabetically arranged program descriptions, which include a narrative description, numerical ratings, and a sample screen picture for each program. Practical information, such as retail price and the computer and equipment needed to make the program work, is provided for each program. The third section contains the seven-page form used to evaluate the programs, and an explanation of how numerical ratings were calculated. Appendices answer common questions about software producers, content areas, number of titles in conceptual areas, programs for different computer brands, and the meaning of terms. (RH)

ED 298 692 EC 210 625

Jensen, Amy; And Others
Feeling Good--and Gifted, Too!
Lancaster Elementary School District, CA.
PUB DATE- Oct 87
NOTE- 36p.; Print is variable and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Emotional Development; *Gifted; Goal Orientation; Interpersonal Competence; *Interpersonal Relationship; Parent Child Relationship; Peer Relationship; Psychological Needs; *Self Concept; Self Esteem; *Social Development; Stress Management; *Teaching Methods
A gifted student faces daily problems that are two-fold in nature: (1) internal--those that are posed by an often critical understanding of self, and (2) external--those that are posed by daily interpersonal relationships with family, friends, and others. This curriculum offers an approach to these two essential areas of need: "You" focuses on the uniqueness of individuals, self-acceptance, and a constructive approach to experiencing and expressing a wide range of feelings; and "You and Others" focuses on the gifted students' communication and social skills to ensure positive and effective interpersonal relationships. The curriculum is organized into two levels. For each level, the "You" section has objectives in the areas of uniqueness, feelings, and goals; and the "You and Others" section has objectives in the areas of communication, interpersonal relations, and stress management. Learning activities are suggested, and some worksheets are included. (JDD)

ED 298 706 EC 210 640

Sugai, George
Educational Assessment of the Culturally Diverse and Behavior Disordered Student: An Examination of Critical Effect.
PUB DATE- 88
NOTE- 14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Classroom Observation Techniques; *Cultural Differences; Decision Making; Diagnostic Teaching; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; Intervention; Referral; *Student Evaluation
IDENTIFIERS- *Curriculum Based Assessment; *Prereferrals

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, emphasizes the need for schools to recognize and understand the impact of culture on student academic and social success. Classroom based assessment and evaluation strategies for use with culturally diverse, behaviorally disordered students are reviewed and discussed. An interventionist approach to assessment and evaluation is suggested to reduce biases and improve educational decision making. It is recommended that psychometrically based, indirect assessment procedures be replaced by curriculum-based practices that focus on the educational process rather than on student performance alone. A prereferral approach to problem identification is offered. Discussion of direct observation assessment methods includes functional analysis, empirical and social validation, communicative function of behavior, and behavioral forms and critical effects. (DB)

ED 298 721 EC 210 757

Lehman, Laurie; And Others
Instructional Methods for Generalized Learning for Adults with Mental Retardation.
PUB DATE- Aug 87
NOTE- 16p.; Poster presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Daily Living Skills; Deduction; *Generalization; *Homemaking Skills; Induction; *Instructional Effectiveness; Maintenance; *Mental Retardation; Outcomes of Education; *Simulation; Skill Development; *Training Methods
IDENTIFIERS- General Case Programming; *Rule Learning; Severity (of Handicap)
The effectiveness of the inductive instructional method of general case programming was compared to the deductive approach of rule learning, in attempting to facilitate generalized learning and maintenance of a community living skill for adults with mental retardation. The impact of functional ability on the type of instruction was also assessed. Thirty-six adults were randomly assigned to one of three conditions (rule, general case, or control) and were designated as high or low functioning based on a median split from their pretest performance on a tablesetting task. The findings, following training on tablesetting tasks, indicate that both general case programming and rule learning were effective for those in the higher functioning group, but only general case programming was effective in promoting generalization and maintenance for those in the lower functioning group. Generalized skill performance was maintained at a 1-month followup. Performance of trained participants in the high-functioning group was comparable to the tablesetting ability of the nondisabled. Those in the low-functioning group, however, did not show comparable performance irrespective of training. (JDD)

ED 298 747 EC 210 783

A Parents' Guide to the Individualized Education Program (IEP). Revised.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 86

NOTE- 38p.
AVAILABLE FROM- Outreach, Pre-College Programs, Gallaudet College, Washington, DC 20002 ($2.00 each, $1.75 each for 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Compliance (Legal); Deafness; *Disabilities; *Due Process; Elementary Secondary Education; *Individualized Education Programs; Mainstreaming; *Parent Participation; *Parent Rights; Parent School Relationship; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Education for All Handicapped Children Act

The self instructional package is designed to give parents information on PL 94-142, The Education for All Handicapped Children Act, and the rights of parents, especially as they relate to the child's Individualized Education Program (IEP). Information presented includes how the parent can help plan the child's educational program, the processes required by PL 94-142, the parts and content of the IEP. Topics covered in the pamphlet include participants in the IEP conference, determining present levels of student performance, setting goals and objectives, criteria for evaluation, the least restrictive environment, signing the completed form, after the IEP conference, and major checkpoints. Each section is followed by a short self-quiz. Also included are addresses of 10 relevant agencies and organizations as well as 11 additional resources, primarily on deafness and the IEP. (DB)

ED 298 950 IR 013 443

Salomon, Gavriel
Using Television as a Unique Teaching Resource for OU Courses. I.E.T. Papers on Broadcasting No. 225.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Sep 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Educational Television; Foreign Countries; Higher Education; *Open Universities; *Pictorial Stimuli; *Production Techniques; Programing (Broadcast); *Telecourses; Television Viewing; *Visual Learning

This discussion and critique of television programs used in two courses--D102 (vandalism) and M101 (mathematics)--at the British Open University suggests that the television presentation of real life-like raw material can facilitate the comprehension of abstract material inasmuch as it provides concrete illustrations, and provides an opportunity to exercise relating the abstract idea to actual daily instances. It is noted that such comprehension is improved by the use of clear messages and a balance between words and pictures. It is suggested that television employs three means of providing comprehension through visual images--illustration, dramatization, and supplantation--and these three modes of presentation are illustrated by examples from the television programs for the courses. (EW)

ED 299 053 PS 017 583

Hirst, Lois A.
Native Language Promotes Student Achievement.
PUB DATE- 17 Oct 87
NOTE- 10p.; Paper presented at the Native American Conference (Lake Superior, MI, October 17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *American Indian Education; *American Indian Languages; Elementary Education; *Native Speakers; *Reservation American Indians; School District Autonomy; *School Effectiveness
IDENTIFIERS- Havasupai; Havasupai (Tribe)
A study sought to determine: (1) what factors had made a difference in student achievement on the Havasupai reservation in Arizona after the Havasupai had contracted for control of their education system, and (2) whether these phenomena repeated in other Native American schools which had contracted for control. The fact that Native American schools have fared poorly when standardized achievement tests have been used as measures of effectiveness led to a concentration on the definition of variables that separate effective from ineffective schools. The study compared achievement scores of Chapter I students in four conventional Bureau of Indian Affairs elementary schools (under nonlocal control) with those of three contract elementary schools (under local control) where native language and culture were part of the curriculum. Results, which covered school years from 1980-81 to 1983-84, indicated no difference in any achievement test area. However, the independent variable of native language of the teacher did lead to significantly higher scores in reading and language for students whose teachers were native speakers of the first language used. These results suggest that a combination of local control and instruction in native language in Native American schools can make a difference in student achievement. (SKC)

ED 298 662 EA 020 353

Report to the Legislature on the School Based Management Program (Chapter 422, Laws of 1985).
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Grants; *Participative Decision Making; *Principals; Public Schools; *School Based Management; School Effectiveness; *School Organization
IDENTIFIERS- *Washington

School-based management (S/B/M) pilot projects, funded by the Washington State Legislature, were established to develop and strengthen the S/B/M concept to produce meaningful change. Bringing together recent educational research and modern business management theory, S/B/M operates on the assumptions that individual schools are the largest educational unit in which to effect change and that school principals are the key agents in that change. The grant application process is detailed and the activities that occurred once funding was granted are outlined. The schools chosen represent a variety of sizes and grade-level combinations. Thirty-four project summaries are provided, each of which gives an overview of implementation and the outcomes reported. Findings and recommendations, as well as some difficulties to avoid, are included. The enabling legislation is provided, and charts show the project timelines, budgets, and funding grants. (LMS)

ED 298 678 EC 210 611

Current Uses of Artificial Intelligence in Special Education.
Abstract XI: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jul 87
NOTE- 3p.; For original reports on which this extended abstract is based, see ED 284 402-403.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Artificial Intelligence; Behavior Problems; Classification; Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Computer System Design; *Disabilities; *Educational Administration; Educational Diagnosis; Elementary Secondary Education; *Expert Systems; Handicap Identification; Individualized Education Programs; Microcomputers; Program Evaluation; *Special Education; Student Behavior; Student Educational Objectives; Training

Summarized are two reports of a federally funded project on the use of artificial intelligence in special education. The first report, "Artificial Intelligence Applications in Special Education: How Feasible?," by Alan Hofmeister and Joseph Ferrara, provides information on the development and evaluation of a series of prototype systems in special education administration, training, diagnosis, and instruction. The second report, "Assessing the Accuracy of a Knowledge-Based System: Special Education Regulations and Procedures," by Alan Hofmeister, discusses procedures used to develop and evaluate one of these systems. The project evaluated a range of expert-system software and hardware, including computers of all sizes, to determine their potential usefulness in addressing special education problems. Prototype systems were then designed, including four systems designed to give a second opinion on classification decisions, a system to advise teachers dealing with behavior problems, and a system called "Mandate Consultant" which considers the appropriateness of the decision-making process used to develop an individualized education program. "Mandate Consultant" was selected for full development by the project and received extensive field-testing. Data on the prototype systems' validity, user acceptance, and administrative support suggest that expert systems are potentially effective in the areas of diagnosis, planning, and instruction, and are valuable for training purposes. (JDD)

ED 298 776 FL 017 579

Martinez, Ana L.; And Others
Project GET SET, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 32p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2142
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Career Development; *Counseling Services; *English (Second Language); Federal Programs; Junior High Schools; Language Proficiency; Language Skills; Limited English Speaking; Low Income Groups; Native Language Instruction; *Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish Speaking
IDENTIFIERS- *New York (Bronx); Project GET SET NY
In its first extension year following a 3-year funding cycle, Project GET SET served 108 Bronx junior high school students with limited ability in both English and Spanish, in two schools located in economically depressed, predominantly Hispanic neighborhoods. The project's major goals were to develop both English and Spanish language skills and provide counseling services and career information. Analysis of student achievement data and an examination of project records indicate that: (1) the English language development objective could not be assessed as proposed because of reporting problems; (2) the native language arts objective was surpassed; (3) the career awareness objective was surpassed; (4) the two parental involvement objectives, a proposed number of parent contacts, and a proposed number of workshops, were met; (5) attendance rates surpassed schoolwide rates at both sites, surpassing the objective; and (6) the proposed objectives for providing counseling and tutoring were not met because they were unrealistic for the level of staffing funded.(MSE)

ED 298 789 FL 017 592

Martinez, Ana L.; And Others
New Utrecht High School Project BITEC, Spring 1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 29p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- 78-0445
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Cultural Awareness; English (Second Language); Ethnic Groups; Haitians; High Schools; Hispanic Americans; Language Proficiency; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Paraprofessional School Personnel; Parent Participation; *Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; *Tourism; Vietnamese People; *Vocational Education
IDENTIFIERS- Chinese People; Content Area Teaching; Italians; *Project BITEC NY; Sheltered English

In June 1987, Project BITEC (Bilingual Innovative Technological Education for Careers), at Brooklyn's New Utrecht High School, completed a one-semester extension of its 3-year grant. The project served 256 limited-English-speaking students from Latin America, China, Italy, Haiti, and Vietnam. The project's chief goal was to enable students to develop English proficiency to participate in mainstream (English-language) instruction while continuing in bilingually-taught mathematics, science, and social studies. In addition, a course on travel and tourism was initiated, bilingual paraprofessionals were provided to assist English-only content area teachers, and guidance and other support services were provided. The project stressed parental involvement, with family assistants acting as links between the school and families. Ethnic and inter-ethnic activities were also encouraged. Analysis of student achievement data indicates that program objectives were met or surpassed in native language arts course passing rates, four of six Hispanic content-area subjects, all seven Chinese content-area subjects, and family assistant contacts with families. Travel and tourism course objectives could not be evaluated. (Author/MSE)

ED 298 816 HE 021 689

Koehler, Lyle
Urban Higher Education and Services: The Creation and Demise of an Idea, 1865-1930.
PUB DATE- 78
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; Administrator Role; Community Change; Community Services; Educational History; Equal Education; Higher Education; Institutional Survival; Modernization; *Professional Services; *Public Service; *Social Change; Social Influences; *Urban Universities

The history of the idea of service at municipally-controlled institutions of higher education from the 19th century through 1930 is presented. Currently, as Americans are pursuing a search for their roots, many social institutions are focussing attention on building a viable sense of community, on inclusion and a more all-encompassing sense of vitality. This includes the educational system, and in particular those universities which have had an active, albeit constantly changing, history of involvement with the municipalities in which they are centered. The word "service" has taken on a variety of definitions and dimensions. Therefore, it seems appropriate for educators to begin to search for their own service-centered roots to let the past invigorate and help define the present. An effort to tie intellectual attitudes to social change and to illustrate how educators at American colleges and universities viewed service and change is made. The increasing accessibility of higher education to previously excluded groups is explicated. The essay's three chapters examine respectively: (1) nineteenth century patterns; (2) progressive search for unity, 1900-1917; and (3) fragmentation and isolation, 1917-1930. Contains 140 references. (SM)

ED 298 829 HE 021 728

Tedefalk, Rolf K.
A Discriminant Analysis of Majors in the College Business and Public Administration at the University of North Dakota. North Dakota Economics Studies, Number 52.
North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
PUB DATE- Jun 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Administration; Aviation Technology; Banking; Career Choice; *Cognitive Style; Course Selection (Students); Finance Occupations; Higher Education; Individual Characteristics; Intellectual Disciplines; *Majors (Students); Marketing; *Personality Traits; Specialization; *Student Characteristics
IDENTIFIERS- *University of North Dakota
Researchers have demonstrated that particular careers attract individuals with distinct identifiable personality profiles and learning styles, and this idea is extended to the selection of majors within the College of Business and Public Administration (BPA) at the University of North Dakota. The Myers-Briggs Type Indicator (MBTI) was used both to explain and predict selection of majors within the BPA. This instrument was administered to 430 junior and senior students in the BPA. A discriminant analysis was used to identify personality profiles and learning styles of majors in accounting, aviation, banking and finance, information management, management, and marketing. An analysis of the data looks at sample descriptors, MBTI personality profiles, and discriminant analysis (of six BPA majors, four BPA groups or majors, and three BPA groups or majors). Study results indicate that significant differences seem to exist between students majoring in accounting, aviation, and information, but banking and finance students do not seem to differ much from accounting majors. The quantitative discriminant analysis did not yield identifiable profiles for management and marketing majors. Identification of student and instructor personality profiles or learning styles may significantly improve educational delivery systems. Nine tables are included. Contains 23 references. (Author/SM)

ED 298 841 HE 021 832

Vega, Jose E.
Hispanic Leadership Training Project. Final Report.
New Jersey State Dept. of Higher Education, Trenton.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 199p.
GRANT- G008302358
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; College Faculty; Employment Opportunities; *Equal Opportunities (Jobs); Grants; Higher Education; *Hispanic Americans; *Leadership Training; *Middle Management; Minority Groups; Occupational Aspiration; Occupational Mobility; *Promotion (Occupational); Questionnaires
IDENTIFIERS- FIPSE Project; *Hispanic American Achievement
The Hispanic Leadership Fellows Program was a 3-year program supported by the Fund for the Improvement of Postsecondary Education (FIPSE), which sought to identify Hispanic college faculty and professionals who demonstrated the desire and potential to move into middle and top administrative positions in higher education. The 74 candidates in the program received training in personal and career goal-setting, strategic planning, the budgetary process, and leadership styles. Fellows also had to serve as interns for 2 weeks at an institution other than their own. Components of this project include the following: winter and summer institutes; attendance at a national higher education conference; the internship and written project; the selection procedure; a group profile; the project budget; a program evaluation and outcomes; and the overall program effectiveness. Participation in this project enabled some fellows to move on to administrative positions and some to get promotions within their institutions. Eight appendices contain: the Hispanic Leadership Fellows Program Handbook; agendas of the winter-summer institutes, national conference, and closing seminar; the nomination packet; a profile of Hispanic leadership fellows 1983-1986; end-of-the-year evaluation questionnaire; the Hispanic Leadership Fellows Directory for 1983-1984, 1984-1985, and 1985-1986. (SM)

ED 298 884 IR 012 350

Senese, Donald J.
Technology in Education: Its Prospects and Its Promises.
PUB DATE- 21 Apr 83
NOTE- 13p.; Paper presented at a Seminar on Technology, University of Missouri, (Kansas City, MO, April 21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; *Computer Literacy; Demonstration Programs; Disabilities; Educational Responsibility; *Educational Technology; Elementary Secondary Education; *Federal Programs; Gifted; *Microcomputers; *Teacher Education
IDENTIFIERS- Office of Educational Research and Improvement
The impact of advanced technology has increased computer usage at all levels as evidenced by the popularity of video games, increased interest on the part of students using computers to enhance learning, and business/school partnerships forming with such companies as Digital Equipment Corporation, International Business Machines, and Tandy/Radio Shack. Educators are now in a position to develop and implement programs and enter a new age of educational responsibility and decision-making. The U.S. Department of Education is interested in the role computer technology plays in education and has provided block grants via the Educational Consolidation and Improvement Act (ECIA), which have been used to purchase books and computer equipment. Teacher computer literacy is one area that needs further development, and to assist in alleviating this problem, the Office of Educational Research and Improvement (OERI) has distributed funds for programs directly related to improvement in this area. Other educational projects monitored by OERI include Project Quill, which uses microcomputers to help teachers teach writing; the development of a mathematics and reading curriculum and methodology to improve learning for elementary students, handicapped, gifted, and culturally diverse children; and the establishment of the National Diffusion Network (NDN), which provides funding for the dissemination of information about exemplary programs using technology in science and math. Individual "lighthouse projects" identified by NDN use computer-assisted instruction to improve basic skills for compensatory education, teach secondary math courses, provide occupational education, and/or utilize computers for records management and prescriptive instruction. (DJR)

ED 298 901 IR 013 286

Stahl, Robert J.
Cognitive Theory within the Framework of an Information Processing Model and Learning Hierarchy: Viable Alternative to the Bloom-Mager System.
PUB DATE- 84
NOTE- 21p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Educational Objectives; Instructional Design; *Instructional Development; *Learning Processes; *Models; Outcomes of Education; Student Behavior
IDENTIFIERS- *Blooms Taxonomy; *Cognitive Domain

This review of the current status of the human information processing model presents the Stahl Perceptual Information Processing and Operations Model (SPInPrOM) as a model of how thinking, memory, and the processing of information take place within the individual learner. A related system, the Domain of Cognition, is presented as an alternative to Bloom's Taxonomy; it is designed as a system for identifying the sequence of thinking and processing likely to result in several different levels of learned behavior. A sequence of 21 uniproccesses, or mental operations, which an individual may use at these different levels is also presented. The implications of the SPInPrOM model and the Domain of Cognition system for instructional design are considered, and specific examples of their use in a new instructional design framework are presented. Three figures and bibliographic Hes are provided. (76 references) (EW)

ED 298 918 IR 013 303

Durzo, Joseph J.; Florini, Barbara M.
Evaluating Instructional Development Projects: Guidance from the Literature on Change.
PUB DATE- 84
NOTE- 15p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Agents; Change Strategies; *Diffusion (Communication); *Evaluation Methods; Formative Evaluation; *Instructional Development; Summative Evaluation
IDENTIFIERS- *Planned Change
Based on the premise that instructional development is a change process and the instructional developer is a change agent, this chapter begins by considering the literature of planned change as applied to the process of instructional development. It is argued that instructional product evaluation must include both formative and summative evaluation of the change process as well as process evaluation. Process as the focus of evaluation is considered, and classical diffusion theory is presented as well as criticism of the theory. Characteristics of projects likely to be successful are listed together with the stages these projects go through. The roles of change agents and whether to use internal of external agents are discussed, and client contact with agents is outlined. Both evaluation questions for use by and/or with a change agent and a topical checklist intended to serve as a quick-reference guide to key factors important to the evaluation of planned change efforts are provided. (32 references) (Author/EW)

ED 299 038 PS 017 556

Child Abuse and Neglect Statistics: Annual Report--Fiscal Year 1987.
Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- Jun 88
NOTE- 33p.; For 1985 Annual Report, see ED 272 300.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Child Neglect; Definitions; Demography; *Incidence; *Investigations; Prevention; *Sexual Abuse; *State Programs; Tables (Data)
IDENTIFIERS- Child Abuse Hotlines; *Illinois; State Central Registers

Based on 24 tables of data, this report provides a detailed account of the scope of the problem of child abuse and neglect in the State of Illinois in 1987, and the actions taken by the Department of Children and Family Services to protect the state's vulnerable children. In fiscal year 1987, the number of children reported as abused and neglected rose to 91,723, a number representing a 30.2 percent increase over the previous year. Measures taken to address the problem involve the child abuse hotline, the state's central register, and investigations of reports of suspected child abuse and neglect. The report also covers results of investigations regarding status of reports, fatalities, sexual abuse, perpetrators, and service delivery. Means of prevention are discussed. Members of the Statewide Citizens' Committee on Child Abuse and Neglect are listed. (RH)

ED 298 734 EC 210 770

de la Brosse, Beatrice
Children with Special Needs in Family Day Care Homes: A Handbook for Family Day Care Home Providers.
El Centro de Rosemount, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 87
NOTE- 97p.; For related documents, see EC 210 769-773.
GRANT- G008401755
AVAILABLE FROM- El Centro de Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; Child Development; Clinical Diagnosis; *Developmental Disabilities; Developmental Stages; *Family Day Care; Family Environment; Infants; *Mainstreaming; *Multicultural Education; Naturalistic Observation; Normalization (Handicapped); *Outreach Programs; Parent Counseling; Parent Participation; Preschool Education; Staff Development; Young Children

The guide offers information to family day care providers who desire to expand their knowledge of early childhood development in order to work with infants and young children with special needs in their day care settings. The first of four chapters answers common questions and concerns of day care providers, describes children with special needs and the importance of early intervention, lists advantages of having children with special needs in the family day care setting, and explores providers' feelings and reactions to special needs children. Chapter 2 discusses aspects of child development, including sequential learning and developmental milestones, and describes the importance of gathering information, communicating with parents, observing the child carefully, and noting warning signs of developmental delay or other disability. Chapter 3 outlines steps to take in referring a child for assessment, describes participation in the assessment process, and discusses working with specialists. A final chapter focuses on the relationship between providers and parents of special needs children, including understanding parents' needs and reactions, ingredients for a positive provider-parent relationship, parent meetings, and parent involvement. A bibliography and list of organizational resources are appended. (JW)

ED 298 762 FL 017 549

Lee, Nancy V.
Designing a Composition Program for Graduate Students at a University of Technology in China.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cohesion (Written Composition); *English (Second Language); Foreign Countries; Graduate Students; Higher Education; *Program Development; *Program Effectiveness; Student Attitudes; Student Journals; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- *Northeast University of Technology (China)
The development of a composition segment in a course in English as a second language for graduate students in a Chinese technological university is described. The approach used in tailoring the program to student needs and university requirements under the severe constraints of scheduling and available resources is discussed. Letters to the teachers required of each student during the first class period revealed student motivations, expectations, and perceived needs that were very different from national and institutional requirements. Initial writing assignments uncovered instructional needs in the areas of organization, sentence and composition length, sentence structure, and vocabulary and usage. The available instructional materials were found to be inadequate, and the course's goals were found to be ambitious. The instructional model adopted consisted of 3-week cycles in which students learned about different types of writing and practiced them in a sequence of guided and free writing assignments. A central tool used in instruction was the journal in which students practiced writing and communicated with the teacher. The course has been successful and will be continued, with some changes. (MSE)

ED 298 803 HE 021 659

Stegman, Carolyn Beitzel
The Effects of Social and Environmental Factors on Informal Teaching-Learning Transactions between Female Nurses and Female Physicians.
PUB DATE- Mar 87
NOTE- 294p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employed Women; *Environmental Influences; Females; *Helping Relationship; Higher Education; *Hospital Personnel; Instruction; Interprofessional Relationship; Learning; Nurses; Physicians; Professional Development; *Social Influences

Patient care in a hospital setting is directly related to the professional information and knowledge exchange between physicians and nurses concerning patients in their own care. This exchange, while informal, is considered a teaching-learning transaction. In recent years, as gender ratios in medicine have changed, a new transaction has arisen between female physicians and female nurses, and a study of the social and environmental factors which influence and impact these women is presented. Data was collected chiefly by means of open-ended nonstructured interviews with 50 members of the two groups under study working in a range of institutions located in the eastern half of the United States. Chapter topics include: female physicians' and female nurses' perceptions of the teaching-learning transaction strengths between each other as women; how respondents felt the teaching-learning transaction between women enhanced patient care; socialization and bonding; the issue of sexuality; the emergence and analysis of barriers; and the effect of negative incidents. The study indicates that the teaching-learning transaction between women is different and largely positive (with more teaching and learning), though in some cases, this positive interaction contains an undercurrent of manipulation. Six major recommendations focus on designing educational curricula to be shared with women in medicine and nursing through their professional literature and associations and in workshops. An appendix includes sample interview questions, and 70 references are provided. (SM)

ED 298 856 HE 021 847

Borden, Victor M. H.
Student Engagement in College. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 39p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Freshmen; Higher Education; *Identification (Psychology); Institutional Research; Models; Social Environment; *Student Attitudes; *Student College Relationship; Student Motivation; Student Needs; *Student Participation
IDENTIFIERS- *AIR Forum; University of Massachusetts Amherst
A student engagement model is proposed to provide a conceptual framework for understanding the bond between student and college. The model focuses on a student's motivation for attending college, the tension that derives from conflicting motivations, and the social context of the student-college bond. The validity of the model was examined in a study that tracked 40% of the freshman classes of 1984 and 1985 at the University of Massachusetts through their first year of college. The Student Information Form (SIF) survey was used to obtain data about the entering students. The SIF data provided only limited support for the engagement model. However, the study was able to establish differing engagement orientations and their associations with students' expectations for college and with their longer-term goals. Data are provided in 10 tables. Contains 41 references. (KM)

ED 298 871 HE 021 862

Budig, Jeanne E.
Asking the Presidents: The Most Pressing Issues at Community Colleges in the North Central Region. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); *Administrator Attitudes; *College Presidents; *Community Colleges; Higher Education; Institutional Research; Mail Surveys; Questionnaires; Technical Education; *Transfer Policy; Two Year Colleges; *Vocational Education
IDENTIFIERS- *AIR Forum
A survey of 350 presidents at two-year colleges in the North Central Accreditation Region generated a list of their perceptions of the currently most pressing issues related to accreditation, academic transfer and vocational/technical education. A total of 162 usable responses was received. Results included the finding that the most pressing issue in each of the three areas was as follows: in accreditation, the length of time between accreditation reviews; in academic transfer, the need for a clearer definition and communication to students of the logistics of transfer credits between institutions; and in vocational/technical education, the need to maintain minimum standards of competency in both occupational and basic skills. Results are discussed, and the implications for institutional researchers are considered. A copy of the questionnaire with a summary of responses is provided. Contains 10 references. (Author/KM)

ED 299 008 JC 880 443

Certificated Master Contract Agreement for 1987-90, Shasta-Tehama-Trinity Joint Community College District.
National Education Association, Washington, D.C.; Shasta-Tehama-Trinity Joint Community Coll. District, Redding, CA.
PUB DATE- 11 Nov 87
NOTE- 83p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

This collective bargaining agreement between the Shasta-Tehama-Trinity Joint Community College District and the Shasta College Faculty Association establishes conditions of employment for all full- and part-time regular or contracted certificated employees of the district. The articles of the agreement set forth provisions related to: (1) conditions of the contract concerning unit stability, duration, ratification, and organizational security for part-time employees; (2) hours of employment; (3) transfer of duty location; (4) workload and class size; (5) evaluation policy; (6) leaves of absence; (7) wages and benefits; (8) payroll deductions; (9) safety conditions; (10) grievances; and (11) a savings clause. The Shasta College Calendar; an evaluation form; an application for sabbatical leave; and memoranda regarding health benefits for retirees, early retirement incentives, sabbatical leaves, medical insurance, and calendar negotiations are appended. (EJV)

ED 298 693 EC 210 626

Arkava, Alan J.; Sterrett, Barbara B.
Colleges Offering Programs for Students with a Learning Disability. Second Edition.
Simsbury Public Schools, CT.
PUB DATE- 88
NOTE- 175p.; Supersedes ED 280 220.
AVAILABLE FROM- Simsbury Continuing Education, 754 Hopmeadow St., Simsbury, CT 06070 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Advising; *Access to Education; Assistive Devices (for Disabled); *College Admission; *College Programs; College Students; Counseling Services; Higher Education; *Learning Disabilities; National Surveys; Program Development; *Special Programs; *Student Personnel Services; Study Skills
A survey of colleges was conducted to identify those colleges that offer programs for the learning disabled, and the survey results are compiled in this directory of 83 programs. Each program description includes the college's name, address, and telephone number; program title; fees charged to the student for special services; name, title, and telephone number of contact person; criteria for college admission; data required for admission to program; specific services provided; extent of services; personnel available to students; number of students handled by each special education teacher; attendance requirements for a preliminary summer program; study skills courses offered; advisory services available; modifications/compensatory methods available to students; and allowance for utilization of calculators, tape recorders, peer notetaking, and word processors. A list of 60 additional colleges, which lack complete programs for the learning-disabled but do offer some limited services, concludes the directory. (JDD)

ED 298 707 EC 210 641

Gregory, Donnelly A.; And Others
Finding and Nurturing Potential Giftedness among Black and Hispanic Students.
PUB DATE- 88
NOTE- 11p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Black Students; *Gifted; *Hispanic Americans; *Inservice Teacher Education; Science Education; Social Studies; *Teaching Methods
IDENTIFIERS- *Program of Assessment Diagnosis and Instruction

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, discusses the continuing underrepresentation in gifted and talented programs of Black and Hispanic children and the need for early identification and nurturing of gifted Black and Hispanic students. The Program of Assessment, Diagnosis, and Instruction (PADI) is described. The program developed a diagnostic battery which identifies students' reasoning and creativity with little dependence on academic skills through such assessment activities as diagnostic thinking tasks, peer identification, Raven Progressive Matrices, and Draw-a-Person. The instructional program centers on social studies and science to avoid the hindrance that low reading skills might entail and to provide hands on participation. Specific teaching strategies to promote thinking and discussion are utilized. The staff development program component uses peer coaching as well as summer programs to teach new teaching strategies to experienced teachers. Five years of PADI has resulted in screening approximately 8,0000 students, instruction of over 1,000 students and training of more than 40 PADI teachers. (DB)

ED 298 748 EC 210 784

Deyo, David
Ring/Flash: Telephone Skills for Deaf and Hard of Hearing Students. Teacher Guide and Student Workbook.
Gallaudet Coll., Washington, D.C. Pre-College Programs.
PUB DATE- 84
NOTE- 240p.
AVAILABLE FROM- Pre-College Programs, Gallaudet College, Washington, DC 20002 ($12.95 teacher guide, $5.95 student workbook).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Skills; Daily Living Skills; *Deafness; Elementary Education; *Partial Hearing; Telephone Communications Systems; *Telephone Usage Instruction
IDENTIFIERS- Telecommunication Device for the Deaf
The curriculum is designed to teach elementary level deaf and hard of hearing students telephone skills. The program provides sequential activities to teach both voice and TDD communication methods. Suggested activities are detailed for each skill. The first unit on TDD communication is divided into the following sections: keyboard skills, introducing TDD's, how to set up a TDD, GA (go ahead) and SK (stop key) abbreviations, other abbreviations, basic procedures for TDD conversations, integration of TDD skills, light signals, repair strategies, practice conversations, and evaluation. The next unit covers voice communication in sections on listening arrangements, sound signals, code systems, taped messages, repair strategies, practice conversations, and evaluation. Guidance for using the telephone book is next, with activities concerned with: alphabetizing, contents of a telephone directory, the white pages, the blue pages, the yellow pages, TDD directories, guide words, summary activities, and evaluation. Telephone etiquette is distinguished between "things you do for all telephone conversations" and "things you do for some telephone conversations." The final unit covers operator assistance for finding phone numbers and connecting phone calls. A student workbook is also provided. (DB)

ED 298 935 IR 013 320

Blalock, Carol D.
A Futures Perspective on Instructional Development.
PUB DATE- 84
NOTE- 15p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change; Educational Environment; *Educational Technology; Epistemology; *Futures (of Society); Home Study; *Instructional Development; *Learning Theories; *Technological Advancement

This examination of instructional development from a futurist's perspective focuses on three questions: (1) What are the probable future developments in educational technology that will affect instructional development?; (2) What are the probable future developments in learning and cognition that will affect instructional development?; and (3) What are the social trends that will affect the future demands for and resources available to instructional development? Both theoretical developments and impending innovations are considered, and implications for the training of instructional developers and for the nature of their practice are described. The importance of flexibility and the use of new tools, both physical and conceptual, are emphasized. (47 references) (Author/EW)

ED 298 968 IR 052 509

Kahn, Paul
Information Retrieval as Hypermedia: An Outline of InterBrowse.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer System Design; *Database Management Systems; *Databases; *Information Retrieval; *Man Machine Systems; Microcomputers; Online Searching; *Search Strategies
IDENTIFIERS- Gateway Systems; *Hypermedia
InterBrowse, a uniform interface information retrieval application for several different databases, is designed to be used in Intermedia, a hypermedia environment currently under development at Brown University's Institute for Research Information and Scholarship. This application arose out of the recognized need for an interface that can be used with the hundreds of collections of bibliographic and numeric data, reference collections, and collections of digital images that are currently available on the software market. The provision of access to this electronic information is viewed as a continuum of need and use. Locating and applying information, i.e., integrating information, must be viewed as a continuum of interlocking tasks, beginning with a perceived information need and resulting with that needed information being applied to the user's work environment. The application used here is broken down into five steps: (1) a high-level browser; (2) a database-specific browser and query builder; (3) a set of tools for refining and reapplying queries; (4) a tool for using results to develop queries in other collections; and (5) a personal management information system. The linking structure of the hypermedia environment used here adds another layer of possible information management: saving links among pieces of information in a way that makes these links easy to navigate. Two figures are included. (5 bibliographic notes/references) (Author/EW)

ED 299 023 PS 017 533

Governor's Task Force on Day Care. Final Report.
Illinois Governor's Task Force on Day Care, Springfield.
PUB DATE- Aug 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Definitions; *Disabilities; *Educational Quality; *Employer Supported Day Care; Program Development; *School Age Day Care; *Toddlers
IDENTIFIERS- *Illinois; *Infant Care; Social Needs

In December 1986, the Governor of the State of Illinois appointed a task force to make recommendations on how each sector of society could contribute to narrowing the gap between the availability of day care services and the child care needs of working parents. The 51-member task force was composed of representatives of private industry, legislators, day care center and home providers, educators, child advocates, labor leaders, philanthropic representatives, and state agency personnel. Three work groups were established to develop recommendations for review by the full committee. Work groups focused on employer support for child care, care for under-served populations, or quality care issues. The pages of this report summarize the recommendations of the task force. Each recommendation is followed by the name of the agency or organization that was identified by participants as most appropriate to lead the implementation of the recommendation. Minority reports, a glossary of terms, and a list of steering committee members are provided. (RH)

ED 298 663 EA 020 354

Report to the Legislature on Controlling School Employee Health Care Costs (Chapter 303, Laws of 1986).
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 49p.; Some pages of Appendixes contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Costs; *Educational Policy; Elementary Secondary Education; *Expenditures; *Health Insurance; State Legislation; State Norms; Tables (Data); *Teacher Employment Benefits; Workers Compensation
IDENTIFIERS- *Washington

This document comprises the mandatory report of the Superintendent of Public Instruction to the Washington State legislature on proposed methods of controlling health care costs for school employees. It focuses on the costs to Washington's 296 school districts of providing health care coverage for approximately 80,000 employees. The introduction outlines four types of health care containment strategies, which, respectively, affect the providers, the benefits themselves, those who seek services and treatment, or the system as a whole. The second section lists many of the reasons for the increasing costs of health care. This is followed by discussions of state law governing school district insurance benefits and of the role of the superintendent of public instruction. A detailed review follows of legislatively authorized benefit levels and of the data on employee benefits. The report concludes with a set of specific policy recommendations. Appended are statistical tables and other pertinent documents pertaining to health insurance costs for school employees. (TE)

ED 298 722 EC 210 758

Pallas, Stella
Cricital Thinking Abilities That Support Scientific Skills. Workshop.
PUB DATE- Feb 88
NOTE- 24p.; Paper presented at the Annual Conference of the California Association for the Gifted (26th, Santa Clara, CA, February 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Thinking; *Creativity; *Critical Thinking; Divergent Thinking; Evaluation; Primary Education; *Problem Solving; *Science Instruction; Semantics; Skill Development; Spatial Ability; Synthesis; *Teaching Methods; Worksheets
IDENTIFIERS- Blooms Taxonomy; Guilfords Structure of Intellect

Science is suggested as an excellent content area for teaching primary students the creative and critical thinking skills that can help them become better problem solvers. J. P. Guilford's Structure of Intellect model and Benjamin Bloom's Taxonomy of Educational Objectives serve as the basis for developing exercises which lead to improvement of creative and critical thinking abilities. Specifically, creative abilities are defined as the Divergent Production Operation in Guilford's model and as Synthesis and Application based on Knowledge in Bloom's Taxonomy; critical thinking skills are termed Evaluation in both classification systems. Nine exercises are provided, using birds, dinosaurs, insects, and plants to teach several skills in the areas of divergent production operation and evaluation. The area of divergent production covers semantic relations and systems, semantic implications, semantic systems, semantic transformations, and figural/visual implications. The critical thinking domain focuses on evaluation of figural/visual relations, figural/visual systems, symbolic transformations, and semantic implications. Worksheets, guidelines, and discussion questions are provided for teaching each skill. (JDD)

ED 298 777 FL 017 580

Martinez, Ana L.; And Others
Project COM-TECH (Bilingual Computer- and Technology-Oriented Program), 1986-1987.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 59p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-852-5023
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; Computer Assisted Instruction; Cultural Awareness; *English (Second Language); Federal Programs; French; Haitian Creole; Haitians; High Schools; Individualized Instruction; *Learning Resources Centers; Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking
IDENTIFIERS- Content Area Teaching; *New York (Manhattan); Project COM TECH
In its second year, Project COM-TECH's (Bilingual Computer- and Technology-Oriented Program) primary goal was to provide two high schools with bilingual individualized instruction, through enrichment, to limited English proficient (LEP) students (222 Spanish-speaking and 96 Haitian Creole/French-speaking) of varying native language proficiency and academic preparedness. The program provided supplementary instruction in English as a second language (ESL) and native language arts, and in mathematics, science, and social studies taught in the native language. The core of the project design was a bilingual resource/computer center at each site that provided computer instruction, tutored students, performed career advising, counselled, helped students to prepare for exams, sponsored career- and culture-related field trips, and exhibited cultural materials and classwork. A basic skills class for parents was also offered at both sites. Analysis of student data indicates: (1) the English language development objective was not met; (2) data were not available for native language achievement tests, but students had high passing rates in language arts courses; (3) content-area achievement objectives were not met; and (4) the attendance rate was higher than that of mainstream students. Recommendations for improvement are given. (MSE)

ED 298 951 IR 013 444

Laurillard, D. M.
Interactive Video-Cassette Feasibility Study. Formative Evaluation Report on 'Signals.' I.E.T. Paper on Broadcasting No. 226.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Sep 83
NOTE- 11p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Feasibility Studies; Field Tests; Foreign Countries; *Formative Evaluation; Higher Education; *Interactive Video; *Media Adaptation; Open Universities; Sequential Learning; *Student Attitudes; *Videotape Cassettes
IDENTIFIERS- *Open University (Great Britain)
This study of the feasibility of using existing videocassettes for interactive video included field tests with Open University summer school students. The aims of the study were to discover whether video material originally made for broadcast could be used in an interactive program which involves breaking up the intended flow of the program; whether students would find it desirable to alternate between video presentation and computer-based exercises as a way of learning or revising material; and how much choice and how much advice students would need to be able to make the best use of the medium. Field trials showed that: (1) it was not feasible to avoid breaking up the video program by allowing students to interrupt it (modifications were made to the program so that it fades to black at the end of each sequence); (2) students do not make use of the opportunity to alternate between the two media, but sometimes prefer to continue using just one medium, depending upon their current strategy; and (3) students appreciate having maximum choice over both content sequence and instructional strategy; they also prefer to be forced to make a choice, rather than to interrupt the video as they wish, and to have advice on an appropriate content sequence should they wish to make use of it. (EW)

ED 298 981

JC 880 403

Professional Standards for Faculty, April 1987.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Apr 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Evaluation; Standards; *Teacher Participation; *Teacher Qualifications; *Teacher Selection; *Teacher Transfer; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

The positions of the Academic Senate for California Community Colleges are presented with respect to professional standards for the hiring, transfer, and professional development of community college faculty. With regard to hiring, the Academic Senate argues that faculty must bear the primary responsibility for hiring new full- and part-time faculty, that appropriate adjustment in workload must be made to allow faculty to participate, and that the Board of Governors of the California Community Colleges must provide a statewide mechanism to verify the academic records of applicants. After reviewing minimum employment qualifications for faculty, including a master's degree for academic faculty and a bachelor's degree with four years of appropriate work experience for vocational/technical faculty, the section on hiring presents recommendations for implementing the guidelines. The next section suggests procedures and standards for the transfer of full- or part-time faculty from one teaching discipline to another and for the transfer of administrators to teaching positions. With respect to professional development, the paper asserts that development and renewal opportunities must be provided by the colleges, that faculty who transfer to new disciplines should be provided with reasonable opportunities to develop skills, and that adequate staff development funds should be regularly set aside. Finally, guidelines for faculty evaluation are presented, suggesting that the same criteria should apply to full- and part-time faculty and administrators with teaching responsibilities, and that faculty be involved in tenure decisions. (EJV)

ED 298 994 JC 880 421

Arblaster, John R.
Contact North: The Concept, Policy, Development, and Status of the Northern Ontario Distance Education Access Network.
PUB DATE- Sep 88
NOTE- 30p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Saint John, New Brunswick, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Colleges; *Cooperative Planning; Cooperative Programs; *Distance Education; *Educational Technology; Foreign Countries; *Institutional Cooperation; *Nontraditional Education; Outreach Programs; Program Descriptions; Program Development; Rural Education; *Shared Resources and Services; Two Year Colleges; Universities
IDENTIFIERS- *Ontario

Contact North/Contact Nord (CN) was designed to enhance distance education opportunities at the secondary and postsecondary levels in Northern Ontario through the use of new information and communication technologies. The central thesis of CN is that access to education at all levels could be improved through a combined effort by community colleges, universities, and adult-education providers, and that such an effort would create a synergistic effect beyond the resources or capabilities of any one of the participating educational institutions. One component of the four-year pilot project focuses on the development of distance education programs. The Northern Distance Education Fund, which was established to underwrite the cost of creating new programs and encourage cooperative program development, has approved 22 feasibility studies and 15 full degree or certificate programs, with priority given to collaborative projects and those focusing on the specific educational and instructional needs of Northern Ontario. Another component of the CN is the cooperative use of a heterogeneous collection of educational delivery technologies. The most common mode of delivery is print and audio tape packages supplemented by audio and computer conferencing. The initiative has had remarkable success in reducing the geographic and/or philosophic isolation of the participating colleges, in encouraging creativity in program development and resource utilization, and in improving student support systems and professional development. Information on institutional access and user charges, the roles of the two regional coordinating centers and local site coordinators is included, and enrollment and bridged teleconference statistics are also provided. (EJV)

ED 299 039 PS 017 557

Education To Be More: Report of the Early Childhood Care and Education Working Group, 1988.
New Zealand Dept. of Education, Wellington.
REPORT NO.- ISBN-0-477-04829-3
PUB DATE- Aug 88
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Costs; *Day Care; Early Childhood Education; *Educational Administration; *Educational Finance; Educational Trends; *Family Day Care; Foreign Countries; *Futures (of Society); Models; *Preschool Education; Program Development
IDENTIFIERS- *New Zealand

This is the report of a working group formed by the Government of New Zealand to assist in establishing a more equitable system of early childhood care and education (ECCE) than presently exists. The working group was asked to investigate all state and independent arrangements for the care and education of infants and children up to the age of 6 years, and to advise on: (1) costs and benefits of ECCE; (2) the roles of the family, community, and government; (3) the role of the government in relation to children as society's future; (4) equity of access to and equitable funding for complementary care and education; (5) the balance between private and social costs, and the impact of the social costs on the government's budget; (6) the appropriate arrangements for policy advice and implementation of policy, including reform if necessary; and (7) appropriate transitional arangements. In addition, the working group addressed issues related to ECCE for children with special needs. With the release of the report of the Taskforce to Review Education Administration (the Picot report), it was logical for the working group to consider the task force's recommendations and incorporate the task force's proposed model whenever it was practical for the ECCE sector. (RH)

ED 299 054 PS 017 584

El-Beblawi, Viola F.
Perspectives on Early Childhood Education in Egypt and Kuwait.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care Centers; *Early Childhood Education; Educational Objectives; Foreign Countries; *Kindergarten; *Nursery Schools; Preschool Curriculum
IDENTIFIERS- *Egypt; *Kuwait
Early childhood education is rooted in the Arab culture. Of particular importance for the implementation of early childhood education is the academic psycho-educational movement in the Arab world (initiated by Tsmail El Kabani and Dr. Abel Aziz El Koussy), which began in the 1920s. This movement, combined with rapid social change (including the entrance of women into the work force) led to a push for early education, which centers around ages 2-5 and includes nursery school and kindergarten. For children below age 2, day care centers provide some custodial care. However, early childhood education in Egypt and Kuwait is not included in the regular public education system. Nursery schools mainly provide some kind of "child keeping," while kindergartens are primarily concerned with pre-academic orientation, focusing on preparation for formal school learning. For the future, the emphasis in early childhood education in these countries must not only be upon care, but also upon learning and development. (SKC)

ED 298 679 EC 210 612

The Effectiveness of Early Childhood Special Education. Abstract XII: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Oct 87
NOTE- 5p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Educational Policy; Followup Studies; *Instructional Effectiveness; Intervention; Meta Analysis; *Parent Education; Parent Participation; *Program Effectiveness; *Research Methodology
IDENTIFIERS- *Early Intervention

The one-page abstract summarizes "Research on the Effectiveness of Early Childhood Education," an ERIC Computer Search Reprint containing bibliographic information and abstracts of 64 studies of early intervention. The citations are discussed in five categories: research overviews, methodological studies, policies and large-scale programs, evaluations of specific programs and intervention techniques, and parent training. The research overviews indicate that early intervention has significant immediate benefits which may be sustained for many years. Methodological studies describe new methods, evaluate older methods of collecting and analyzing data, and identify methodological issues (such as ethical concerns prohibiting a "no treatment" group). Examples of reports concerning policies and large scale programs include summaries and analyses of federal, state, and city programs as well as statements of private organizations. Evaluation studies of specific programs and intervention techniques have generally found programs to be effective in terms of improved skills, low levels of subsequent special education placement, and positive parent assessments. Although some studies claim little support for the importance of parental involvement in early intervention, most programs evaluated suggest the value of parent training. (DB)

ED 298 817 HE 021 690

Pedras, Melvin J.
Utilizing a Multi-Variate Approach in the Reorganization of a University Academic Department Based upon a Dynamic Macro Model of Change in Education.
PUB DATE- Jun 88
NOTE- 22p.; Paper presented at the International Conference on Successful College and University Administration (1st, Newcastle upon Tyne, England, June 27-July 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Adoption (Ideas); *Change Strategies; *Departments; Educational Innovation; Higher Education; *Models; *Multivariate Analysis; Organizational Change; Planning; *School Organization; State Universities
IDENTIFIERS- University of Idaho
The model used in a multivariate fashion to reorganize the Department of Industrial Technology Education at the University of Idaho thereby undergoing a test for effectiveness is presented. This model is a product of a seminar held in West Germany in 1986 in which a group of professional educators from several countries produced a generic model for use in the redirection of any aspect of professional education. Development of the model is explained, certain underlying assumptions are noted, and definitions of the model components are given. This gyro model allows for infinite entry points from any location within the system. If a mission change occurs, the gyro is placed in motion, or if constraints are imposed, again the motion begins. Regardless of where the model is entered, it can be used as a guide for change. The gyro model can heat up or increase interchange among its elements dramatically as the degree of agitation transmitted through the decision set increases. The source of educational innovation may occur within any element. The conceptualization, development, and testing of the model at the University of Idaho made an opportunity to place the change process in a formal structure and utilize it for a specific purpose in education. It offered guidance in the restructuring of an academic department at the university level of education. Two appendices provide a list of participants in the development of the model and the proposal by the University of Idaho to use this model. Contains 5 references. (SM)

ED 298 830 HE 021 736

Halcon, John J.
Exemplary Programs for College-Bound Minority Students.
Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE- Jul 88
NOTE- 47p.
AVAILABLE FROM- Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80301-9752 (Publication 2A179, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Black Students; Civil Rights; *College Bound Students; *Developmental Studies Programs; *Equal Education; Higher Education; Hispanic Americans; Institutional Role; *Minority Groups; *Models; Program Development; *School Holding Power

This report, an early component of a forthcoming set of publications intended to assist colleges and universities in building more effective programs for minority undergraduate and graduate students, provides short descriptions of 18 exemplary efforts to enhance the participation and success of minority students in higher education (including the names of contacts for additional information). The 18 programs are: Hispanic Mother-Daughter (Arizona State University); First Generation Award (Colorado State University); Project YOU--Youth Opportunities Unlimited (Texas College and University System); College Enrichment (University of New Mexico); STEP--Strides Toward Educational Proficiency (Mount St. Mary's College, Los Angeles); Student Affirmative Action Retention (California State University); Early Awareness (University of Texas); Pre-Collegiate Development (University of Colorado); PUENTE Project (University of California/California Community Colleges); Graduate Division Affirmative Action Program (University of California); Minority Engineering and Geology (Texas A&I University); Graduate Research Mentorship (University of California); Coors Hispanic Student Services (Arizona State University); STEP: A Partnership for the Advancement of Learning (University of California); Cal-SOAP (California Student Opportunity and Access Program--California State Aid Commission); Articulation, Matriculation and Two + Two (Compton Community College, California); Fall Institute Academic Program/University Learning Center (University of Colorado); and GEM Program (National Consortium for Graduate Degrees for Minorities in Engineering) (University of Notre Dame, Indiana). (SM)

ED 298 842 HE 021 833

Buhler-Miko, Marina
The PISA Project: A Final Report.
Higher Education Strategic Planning Inst., Washington, DC.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 22p.
GRANT- G008302817
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Databases; Educational Planning; *Educational Strategies; Evaluation; Grants; Higher Education; Information Services; *Institutional Survival; Models
IDENTIFIERS- FIPSE Project; *PISA Project

With the support of a 3-year grant from the Fund for The Improvement of Postsecondary Education (FIPSE), the Higher Education Strategic Planning Institute has built a shared experience strategic planning database for college and university top-level management. The Performance Improvement through Strategy Analysis (PISA) program began in 1982 with the purpose of specifically addressing the issue of strategic analysis for colleges and universities. PISA uses data from three sources: the Higher Education General Information Survey, the U.S. Census Bureau, and participating institutions. It assists college and university planners in acquiring the tools and methods of planning for the survival and success of their institutions. PISA operates within a six step model: defining the nature of the business; identifying external threats and opportunities; identifying internal strengths and weaknesses; developing strategies; developing an operational plan; and managing strategically. The database also allows institutions to test alternative courses of action, under a convention called "what-if" analysis. Information is provided on the application of PISA and its model in a variety of settings. The most important project results have been applications of the six step model to a wide variety of planning processes in many settings. Several of the most important are described for eight state colleges and universities; three private liberal arts colleges; two associations and agencies; and two community colleges. Details on FIPSE budgeting and a summary report on the PISA project are attached. (SM)

ED 298 857 HE 021 848

Moore, Mary Ann
Developing a User Community. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *College Administration; *Computer Networks; *Computers; Databases; Higher Education; Information Needs; *Information Systems; Institutional Research; Management Information Systems; Nonprofessional Personnel; *On the Job Training; Teaching Methods; User Needs (Information); *Users (Information)
IDENTIFIERS- *AIR Forum

The growth in computing power available to institutional researchers today is more than matched by the increase in the demand for information. A significant part of this demand involves minor variations of a few routine questions. Nearly all administrators from the vice president to the department chairman want information about "their" students and "their" faculty. An approach is described for the support of end-user computing by enlisting and training administrative assistants and technical staff in the various administrative offices to produce routine and supplemental reports for their offices. The essential requirements for developing a user community are considered to be: a well-documents, accessible university database with data items useful in decision-making; administrative assistants or technicians with computer skills or who are willing to learn; and an adequate user support system. Topics discussed include the need to provide trainees with documentation, characteristics of report-writing programs suitable for end users, and the need for user support. With this approach, the central institutional research office is viewed as taking on the role of trainers and consultants for functional "institutional researchers" distributed across the campus. Contains 9 references. (Author/KM)

ED 298 902 IR 013 287

Lamos, Joseph P.
Programmed Instruction to Computer-Based Instruction: The Evolution of an Instructional Technology.
PUB DATE- 84
NOTE- 9p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aptitude Treatment Interaction; *Behaviorism; *Cognitive Psychology; *Computer Assisted Instruction; Educational Technology; Feedback; *Programed Instruction; Psychological Studies; Task Analysis; *Teaching Machines
IDENTIFIERS- Intelligent CAI Systems; *Pressey (Sidney Leavitt); *Skinner (B F)

This review of the evolution of programmed instruction from Pressey and Skinner to the present suggests that current computer technology will be able to free the learner from the limitations of time and place as Pressey originally proposed. It is noted that Skinner provided the necessary foundation for treating the learning process on an individual basis, while Pressey not only provided the necessary technological implement--the teaching machine--but also anticipated the present cognitive perspective and its importance for the instructional technology of the present and the future, i.e., the computer. It is suggested that programmed instruction, with its basis in cognitive psychology, is better able to handle complexity than other forms of instruction, and recent developments in aptitude-treatment interaction (ATI) research are discussed. Finally, the use of intelligent computer-assisted instruction is considered in the context of the SOPHIE (SOPHisticated Instructional Environment) system, and it is suggested that such systems represent the realization of the type of teaching machine first envisioned by Pressey. (EW)

ED 298 919 IR 013 304

Abedor, Allan J.; Sachs, Steven G.
Faculty Development (FD), Organizational Development (OD), and Instructional Development (ID): Choosing an Orientation.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Consultants; *Faculty Development; Higher Education; *Instructional Development; *Instructional Innovation; *Organizational Development; *Readiness
This chapter considers the different emphases that an instructional improvement agency can adopt--faculty development, instructional development, organizational development, or some combination. Seven alternative emphases are outlined, and the advantages and disadvantages of each approach are described. The importance of three factors is emphasized: (1) the overall level of readiness for innovation; (2) size and capabilities of the instructional improvement staff; and (3) the availability of outside consultants. Guidelines for choosing a particular emphasis and examples of the application of these guidelines are provided. (28 references) (Author/EW)

ED 298 936 IR 013 321

Bass, Ronald K.; Dills, Charles R.
Instructional Development: The State of the Art.
PUB DATE- 84
NOTE- 7p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Influences; *Educational Research; *Instructional Design; *Instructional Development; *Instructional Innovation; *Instructional Leadership; Professional Recognition; State of the Art Reviews

This chapter summarizes the state of the art of instructional development and characterizes instructional developers in terms of the chapters in both volumes of "Instructional Development: The State of the Art," other literature in the field, and the personal experiences of the authors. A number of conclusions are drawn, and the nature of the field--i.e., whether instructional development is a science, an art, or some combination of both--is briefly discussed. Topics that have been the focus of research are noted, as well as probable future developments in this area. (58 references/notes) (Author/EW)

ED 298 694 EC 210 628

Dmitriev, Valentine
Cognition and the Acceleration and Maintenance of Developmental Gains among Children with Down Syndrome: Longitudinal Data.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Jan 88
NOTE- 8p.; Paper presented at the Japan Portage Society General Meeting (Tokyo, Japan, August, 1987).
GRANT- G007700629
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Behavior Development; *Cognitive Development; Comparative Analysis; Demonstration Programs; *Developmental Tasks; *Downs Syndrome; Intervention; Longitudinal Studies; *Maintenance; Motor Development; Outcomes of Education; Preschool Education; Social Development; Special Programs
IDENTIFIERS- *Developmental Delays; *Early Intervention

A program at the Model Preschool Center for Handicapped Children at the University of Washington's College of Education enrolled 11 children with Down syndrome, 18-36 months of age. The program sought to accelerate and maintain the motor and cognitive skills of the children; to encourage parent involvement; to provide training to students, teachers, and paraprofessionals; and to develop a model that could be replicated in other settings. Children in the program moved through five classes: Infant Learning, three levels of Preschool, and Kindergarten, as they became developmentally ready. A study of the impact of the special program involved two comparison groups: non-participants with Down syndrome and non-Down syndrome mentally retarded children. Data suggest that the early intervention program had a positive effect on the cognitive and behavioral development of program participants, as they achieved higher scores than comparison pupils on the Peabody Picture Vocabulary Test and the Vineland Social Maturity Scale. The gains that were made at the preschool level were maintained during a subsequent year when some of the children attended a special class at a public school. A 6-year followup study of nine former program participants showed that their general mental performance was maintained, and even accelerated in some cases. (JDD)

ED 298 708 EC 210 642

Leung, Esther K.
Cultural and Acculturational Commonalities and Diversities among Asian Americans: Identification and Programming Considerations.
PUB DATE- 88
NOTE- 11p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Americans; Cultural Differences; Cultural Influences; *Disabilities; Elementary Secondary Education; *Ethnic Groups; *Family Involvement; *Handicap Identification; *Program Development; Student Characteristics

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, attempts to provide a practical frame of reference for understanding and appreciating the similarities and differences among Asian Americans. Discussed are immigration and settlement history as well as acculturation (types of acculturation and factors influencing acculturation). The current cultural and socioeconomic status of Asian Americans is noted. Commonalities in the areas of experiential background and minority status, world views, values, beliefs, lifestyles, traditions, and customs are identified. These characteristics are related to improved special education identification, programming, and family involvement. (DB)

ED 298 735 EC 210 771

de la Brosse, Beatrice
Cuidado de ninos con necesidades especiales en el hogar: Manual de referencia para las personas que cuidan ninos en sus hogares (Children with Special Needs in Family Day Care Homes: A Handbook for Family Day Care Home Providers).
El Centro de Rosemount, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 88
NOTE- 98p.; For related documents, see EC 210 769-773.
GRANT- G008401755
AVAILABLE FROM- El Centro de Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; Child Development; Clinical Diagnosis; *Developmental Disabilities; Developmental Stages; *Family Day Care; Family Environment; Infants; *Mainstreaming; *Multicultural Education; Naturalistic Observation; Normalization (Handicapped); *Outreach Programs; Parent Counseling; Parent Participation; Preschool Education; Staff Development; Young Children

The Spanish translation of this guide offers information to Spanish-speaking family day care providers who desire to expand their knowledge of early childhood development in order to work with infants and young children with special needs in their day care settings. The first of four chapters answers common questions and concerns of day care providers, describes children with special needs and the importance of early intervention, lists advantages of having children with special needs in the family day care setting, and explores providers' feelings and reactions to special needs children. Chapter 2 discusses aspects of child development, including sequential learning and developmental milestones, and describes the importance of gathering information, communicating with parents, observing the child carefully, and noting warning signs of developmental delay or other disability. Chapter 3 outlines steps to take in referring a child for assessment, describes participation in the assessment process, and discusses working with specialists. A final chapter focuses on the relationship between providers and parents of special needs children, including understanding parents' needs and reactions, ingredients for a positive provider-parent relationship, parent meetings, and parent involvement. A bibliography and list of organizational resources are appended. (JW)

ED 298 763 FL 017 553

Peyton, Joy Kreeft; Seyoum, Mulugetta
The Effect of Teacher Strategies on Students' Interactive Writing: The Case of Dialogue Journals.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 36p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; Classroom Communication; *Classroom Techniques; English (Second Language); Grade 6; *Instructional Effectiveness; Intermediate Grades; *Limited English Speaking; Second Language Instruction; Student Developed Materials; *Student Journals; Teacher Student Relationship; Writing Exercises; *Writing Instruction
A study examined the interaction strategies of one teacher for promoting student writing in the dialogue journals of 12 limited-English-proficient sixth grade students and the effect of these strategies on the length and complexity of the students' writing. The teacher strategies identified include requests for a reply and personal contributions made in teacher comments. It was found that this teacher's approach is to respond to topics introduced by the students rather than to introduce topics, and to contribute to the dialogue by making statements and expressing opinions rather than eliciting student writing with questions. This technique results in a collaborative writing effort, with teacher and students mutually developing topics of interest to them and with the students writing far more than the minimum required. (Author/MSE)

ED 298 790 FL 017 593

Scorza, Margaret H.; And Others
Project BRIDGES. 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 93p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-863-5376
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; Attendance Patterns; *Bilingual Education Programs; Career Exploration; Counseling Services; Dropout Rate; *English (Second Language); Faculty Development; Federal Programs; High Schools; Immigrants; Language Proficiency; Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Social Studies; Student Characteristics
IDENTIFIERS- *Content Area Teaching
In its first year under Title VII funding, Project BRIDGES (Bilingual Resource Instruction for the Development of Gainful Employment Skills) provided instructional and support services to 346 limited-English-speaking students in three Brooklyn (New York) high schools (South Shore, Sheepshead Bay, Franklin D. Roosevelt). The project's aim was to develop the academic and vocational skills of recent immigrants who had previously failed two or more classes, while simultaneously improving their English language ability. Students received instruction in English as a second language (ESL), native language arts (where available), and mathematics, science, and social studies taught in a bilingual or ESL format and attended mainstream classes in other subjects. The noninstructional component included: guidance and counseling services, career education, tutoring, and extracurricular activities; curriculum and materials development; staff training; and activities to improve parent involvement. Analysis of student achievement data indicates that program objectives were met or surpassed in English, native language course passing rates, and computer skills and vocational course basic passing rates. Mixed results were obtained in content area course passing rates, attendance, and dropout rates. Recommendations for program improvement are given. (Author/MSE)

ED 298 804 HE 021 664

Planning Now for College Costs: A Guide for Families.
American Association of State Colleges and Universities, Washington, D.C.; Coopers & Lybrand, Washington, DC.
PUB DATE- Oct 87
NOTE- 29p.
AVAILABLE FROM- Early Planning, P.O. Box 2155, Washington, DC 20013 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Budgets; *Educational Finance; Family Financial Resources; Financial Aid Applicants; Higher Education; Inflation (Economics); Insurance; *Parent Financial Contribution; Planning; Socioeconomic Status; *Student Costs; Student Loan Programs; Tax Credits; Trusts (Financial); Tuition
IDENTIFIERS- Bond Sales; Life Insurance; *Paying for College

Guidance on how to make college affordable, especially for middle-income families, is provided. Although college tuition and fees have more than doubled over the past 10 years and will continue to increase, traditional student aid programs have not kept pace with inflation and are earmarked chiefly for students from low-income families. The student debt burden has reached crisis levels. These debts have serious consequences on the decision to enroll, educational performance, and career choice. The use of a planned approach for putting money or assets into a college fund is emphasized, and various savings strategies are explained in detail. This edition was prepared in response to the Tax Reform Act of 1986, and strategies described in the first edition, published in 1984, are updated. Income-shifting strategies (custodianship, age 21 trust, Crummey Trust, and current income trust) are discussed in terms of how they work, constraints, advantages, and disadvantages. Tax-advantaged investments (government bonds, annuities, Individual Retirement Accounts, life insurance, appreciating assets, and home equity loans) are explained in the same manner. (SM)

ED 298 872 HE 021 863

Krotseng, Marsha V.
Quality from Statehouse to Statistics: Linking "Education Governors" with Institutional Research. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Educational Assessment; *Educational Policy; *Educational Quality; *Government Role; Higher Education; *Institutional Research; Public Policy; *State Government; State Programs
IDENTIFIERS- *AIR Forum; *State Governors
Gubernatorial mandates involving value-added assessment and teacher competency testing have intensified external expectations of the institutional research community. With governors thus promoting quality in higher education, institutional researchers must exert leadership in identifying potential implications of state policies. The image of 20 modern "education governors" is examined by considering: (1) the correspondence between the promises in their public addresses and actual policies, and (2) their personal attributes and direct involvement in education. Overwhelmingly, these "education governors" proved true to their word, indicating that institutional researchers can take the lead within their university by scrutinizing gubernatorial program proposals from the outset. Contains 17 references. (Author/KM)

ED 298 885 IR 012 351

Senese, Donald J.
Trends in New Information Technology.
PUB DATE- 18 Jul 84
NOTE- 14p.; Paper presented at the Annual Conference on Technology and Education (4th, Austin, TX, July 18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Computer Assisted Instruction; Computer Literacy; *Educational Improvement; *Educational Technology; Elementary Secondary Education; *Federal Programs; *Government Role; Media Research

Pointing out the difficulties in passing from the industrial age to the information age, this paper discusses the advent of new technologies and worldwide recognition of the significant influence technology will have for education. Conferences resulting in development actions aimed at introducing new information technologies into education and exploring the educational systems of other countries are discussed. Major changes for education are identified as raising graduation requirements, using various technologies for more effective instruction, and delivery of education outside classrooms. Technological developments will also affect competition in the private sector and high technology jobs will become more common. Government programs designed to assist educators in joining the technology revolution are briefly described, including: Projects BEST, SLATE, and VIM, which provide training in the uses of technology in education; block grant funding to aid educators to move into a new age; and supporting developmental projects using technology in education to become models for other school districts. These projects include "lighthouse schools" identified by the National Diffusion Network, which use technology for remedial programs in math and science, more efficient recordkeeping, and alternative occupational education; a series of school-based technology projects for achieving educational objectives in basic skills; the Computer Learning Center in Houston, which is developing school technology-based curriculum for secondary students; publication of survey results on computer literacy; and the establishment of a School Technology Center at Harvard University to conduct research. Recent examples of meetings in various areas of education are reported. (DJR)

ED 298 969 IR 052 511

Wiegand, Wayne A.; Steffens, Dorothy
Members of the Club: A Look at One Hundred ALA Presidents. Occasional Paper Number 182.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Apr 88
NOTE- 34p.
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.00 for individual copies; subscriptions are available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biographical Inventories; *Educational Background; Employment Patterns; *Geographic Distribution; *Library Associations; Marital Status; Physical Characteristics; *Political Affiliation; *Presidents; Religion
IDENTIFIERS- *American Library Association

A survey of the personal, socioeconomic, and professional characteristics of the 100 men and women who served as President to the American Library Association (ALA) between 1876 and 1986 was undertaken to identify those socioeconomic and professional characteristics whose frequency distributions remained relatively constant for all 100 members of the club, and to identify those group characteristics whose frequency distributions changed over the 110-year period during which the group held office. A comparison of presidents from 1906 to 1925 with their counterparts from 1966 to 1985 shows a sharp contrast: the former individual was more likely to be white, male, married, and Protestant; somewhat more likely to be a Republican; and a graduate from a northeastern college or university but without formal library education; and the director of a nonpublic library in the northeast. By contrast, the latter individual was more likely to be white, married, and Protestant; somewhat more likely to be female and a Democrat; either from the midwest, the south, or the northeast, with an undergraduate degree from a midwestern or southern school; more likely to have a Ph.D. in library science; and to be directing a library school at the time of tenure. Despite the shifts evident in the last 20 years, the picture still shows significant gaps in representation of the association's membership in terms of both personal and professional characteristics. A list of the 100 former ALA presidents together with the dates that they held office is appended. (7 references) (EW)

ED 299 009 JC 880 457

Kelly, Diana K.
Motivating the Underprepared Unmotivated Community College Student.
PUB DATE- 5 May 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Aspiration; Community Colleges; *Dropout Prevention; Dropouts; Goal Orientation; *High Risk Students; High Schools; High School Students; *Learning Motivation; Literature Reviews; *Motivation Techniques; *Student Motivation; Teaching Methods; Two Year Colleges; Two Year College Students

In support of the premise that a better understanding of the causes of poor student motivation may lead to the development of techniques to stop unmotivated students from dropping out of college, this paper reviews the literature on the nature of motivation among adolescents and factors influencing academic achievement. After introductory comments on the problem of underprepared and unmotivated community college students, the paper considers the following aspects of student motivation: (1) the educational attitudes and low level of involvement in learning of unmotivated students; (2) the incidence and causes of dropping out; and (3) the special motivational problems of underprepared students. Arguing that most unmotivated community college students experienced similar problems in high school, the paper then considers their attributes in terms of college entrance examination scores, knowledge level, courses, family characteristics, lack of involvement and motivation, and tendency to drop out of school. The next section reviews materials on motivation in adolescents, considering social influences, adolescent identity, locus of control, attributions for success or failure, academic goals, aspirations, deferred gratification, and academic self-concept. After reviewing students' reasons for attending college, the paper considers ways in which the high school environment and curriculum can be modified to enhance motivation; reviews research on single-sex high schools and boarding schools; and looks at ways the community environment and students' parents can influence motivation. Next, ways of increasing students' involvement in learning and raising their expectations are discussed. After suggesting that more attention be paid to the motivation of average students, the paper highlights teaching methods that can help motivate all students. A 58-item bibliography is included. (EJV)

ED 299 024 PS 017 537

A Report to the President of the United States from the Intergovernmental Advisory Council on Education, National Networking Conference on The Absent Parent (Washington, D.C. May 9-10, 1988).

Intergovernmental Advisory Council on Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 88

NOTE- 41p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Rearing; Community Resources; *Day Care; Early Childhood Education; Family Structure; Federal Government; *Government Role; Parent Responsibility; *Public Policy; *School Age Day Care; Social Networks; State Government

This report on child care and the Federal government's role in child care is based on the National Networking Conference on the Absent Parent which was held May 9-10, 1988 under the sponsorship of the President's Intergovernmental Advisory Council on Education (IACE). The report begins with 12 recommendations concerning day care and latchkey programs, and continues with a summary of the dialogues. The emphasis throughout the dialogues was on the responsibility and control parents have in the education and upbringing of their children. The keynote speaker, United States Congressman, Thomas J. Tauke, set the theme for the conference by asking the participants and attendees to ponder the options available for care for latchkey children. Topics discussed by other speakers included corporate contributions to the needs of the absent parent, private and community resources available for child care, and perspectives on current child care programs. The report also includes letters from President Reagan and Secretary of Education William J. Bennett, the conference agenda, a list of IACE members, biographies of the speakers and panelists, and a list of conference participants. (RJC)

ED 299 040 PS 017 558

Tomorrow's Schools: The Reform of Education Administration in New Zealand.
New Zealand Dept. of Education, Wellington.
PUB DATE- Aug 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; *Educational Administration; *Educational Change; Educational Practices; *Educational Resources; Educational Responsibility; Foreign Countries; *Local Issues; Public Education; Teachers
IDENTIFIERS- *National Issues; *New Zealand

This booklet on elementary and secondary education sets out the policy position reached by the Government of New Zealand following its consideration of the implications of the extensive reform of educational administration recommended by the Picot task force. It outlines the most thoroughgoing changes to the administration of education in the history of the country. The six sections of the booklet detail what will happen under the new system of educational administration. Section 1 discusses administration at the local level. Section 2 describes central agencies, such as the Ministry of Education, a Review and Audit Agency, and a Parent Advocacy Council. Section 3 covers national issues impinging on the local level, such as equity issues, Maori interests, and teacher training. Section 4 concerns special teaching groups and resources, such as early childhood advisers and education officers in museums, zoos, and art galleries. Section 5 deals with practical issues of schooling, such as compulsory schooling, curriculum decisions, and enrollment schemes. In conclusion, section 6 provides guidelines for implementing the changeover to the new system of educational administration which will take place on October 1, 1989. (RH)

ED 299 055

PS 017 586

Neonatal Intensive Care for Low Birthweight Infants: Costs and Effectiveness. Health Technology Case Study 38.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Dec 87
NOTE- 69p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 052-003-01089-5, $3.75. International customers should add an additional 25%).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bias; *Birth Weight; *Costs; *Delivery Systems; *Economic Factors; Ethics; High Risk Persons; Mortality Rate; *Premature Infants; *Program Effectiveness
IDENTIFIERS- Access to Health Care; *Intensive Care Units

After a brief introduction delineating the scope of the case study, chapter 1 summarizes findings and conclusions about the costs and effectiveness of neonatal intensive care in the United States. Chapter 2 inventories the national supply of neonatal intensive care units and describes recent trends in use and costs. Chapter 3 reviews mortality and handicap rates and discusses the outlook for the three clinical problems that account for a majority of the deaths and poor outcomes among very low birthweight infants: respiratory distress syndrome, intraventricular hemorrhage, and retinopathy of prematurity. Problems in financing neonatal intensive care are reviewed in chapter 4. Special emphasis is placed on Medicaid policies and expenditures. In chapter 5, findings regarding unequal mortality risks in different types of hospitals are reviewed, and possible inequities in access to neonatal intensive care are considered. Also explored are ethical issues, and competitive and financial constraints on hospitals and physicians. Finally, chapter 6 analyzes the lifetime economic implications of neonatal intensive care for very low birthweight infants and for society in general. Seventeen tables of data supplement the text. A glossary of acronyms and terms is provided. About 200 references are cited. (RH)

ED 298 664 EA 020 356

Washington State's Laws Regulating Home-Based Instruction.
Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO.- SS-801-88
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compulsory Education; Elementary Secondary Education; Extension Education; *Home Programs; *Home Schooling; *Nontraditional Education; Private Schools; Public Schools; *School Attendance Legislation; School Districts; Standardized Tests
IDENTIFIERS- *Washington

This brochure is a response to numerous questions that have been directed to the Superintendent of Public Instruction's Office since the passage of Chapter 441, Laws of 1985, (SSB 3279, the "Home Based Instruction" law). The following information is presented: (1) responses to questions relating to Chapter 28A.27 RCW (compulsory attendance and home-based instruction); (2) responses to questions relating to RCW 28A.02.201 (approved private schools: extension programs in home-based instruction); (3) responses to questions relating to RCW 28A.41.140 (part-time attendance in the public schools); (4) tables on parents (qualifications and duties), private school extension programs, common schools; (5) registration format (declaration of intent to provide home-based instruction); and (6) standardized tests approved by the State Board of Education for home-based instruction. (SI)

ED 298 723 EC 210 759

Parent-Employer Partnerships: Developing Employment Opportunities for Youth with Disabilities. Report of a National Conference (Alexandria, Virginia, March 16-17, 1987).
National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- National Council on the Handicapped, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- Mar 87
NOTE- 44p.
AVAILABLE FROM- National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Action; *Community Cooperation; Conferences; Cooperative Planning; Developmental Programs; *Disabilities; *Education Work Relationship; Employer Attitudes; Employers; Employment Opportunities; Employment Programs; *Job Development; Parent Attitudes; *Parent Participation; *Transitional Programs
IDENTIFIERS- *Competitive Employment (Disabled); Replication

The conference reported in this document brought together parents and employers to identify practical strategies to help youth with disabilities succeed in the transition to the world of work. The conference attempted to enhance partnerships among parents; employers; national, state, and local governments; and organizations devoted to improving the lives of young people and adults with special needs and helping them to secure employment in the competitive market place. The first section of the conference report summarizes the expectations and perceptions of parents and employers. The second section outlines strategies, actions, and guidelines recommended by conference participants and others for adaptation by parents and employers to develop employment opportunities, find jobs, and keep them. The third section presents techniques and tools parents and employers can use to replicate the conference in their local communities. The final section contains listings of available resources, including federally funded clearinghouses, federally funded rehabilitation and research centers with an emphasis on transition, parent resource projects, additional national and state information sources, and a bibliography. (JDD)

ED 298 749 EC 210 785

What the Research Shows: New Horizons for Supported Employment.
Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.
PUB DATE- Feb 88
NOTE- 10p.
AVAILABLE FROM- Rehabilitation Research and Training Center, Virginia Commonwealth University, 1314 West Main St., Box 2011, Richmond, VA 23284-2011.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; *Employer Attitudes; Employer Employee Relationship; Employers; Employment Opportunities; *Employment Programs; Job Development; *Job Performance; Management Information Systems; *Mental Retardation; *Personnel Evaluation; Vocational Rehabilitation
IDENTIFIERS- Severity (of Handicap); *Supported Competitive Employment; Virginia

This newsletter issue outlines the growth of the supported employment movement for individuals with mental retardation. Two research studies are described, dealing with employers' experiences with supported employment. The first study examined the initial and most recent or terminal evaluation forms of 125 workers with mental retardation. The study found that the workers' level of mental retardation did not affect how their employers evaluated their work performance. When compared to initial evaluations, the terminal evaluations showed poorer performance in communication, attending to task consistently, and general performance (i.e., comparable to nonhandicappped workers). A second study found that 483 Virginia employers of the mentally retarded were most satisfied with workers' attendance and punctuality and least satisfied with speed of work, ability to learn new skills, and degree of supervision required. In addition to the research summaries, an article describes the Rehabilitation Research and Training Center's management information system which stores, retrieves, and manipulates data about supported employment program participants. A series of benefit-cost analyses on 214 people placed into supported competitive employment is examined from both the taxpayer's and the program participant's perspective. The newsletter concludes with a general description of the Center's purpose and activities and statistical data on individuals the Center has placed into supported employment. (JDD)

ED 298 903 IR 013 288

Osterman, Dean
Designing an Alternative Teaching Approach (Feedback Lecture) through the Use of Guided Decision-Making.
PUB DATE- 84
NOTE- 27p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Decision Making; *Discussion (Teaching Technique); *Feedback; Higher Education; *Instructional Development; Instructional Effectiveness; *Lecture Method; Problem Solving; Study Guides; *Teaching Methods
IDENTIFIERS- *Guided Design Approach (Teaching)

This chapter explains how the Guided Design method of teaching can be used to solve problems, and how this method was used in the development of a new method of teaching. Called the Feedback Lecture, this method is illustrated through an example, and research data on its effectiveness is presented. The Guided Decision-Making Process is also illustrated, and its use by five university faculty members and an instructional development consultant in developing the Feedback Lecture is described. It is noted that the Feedback Lecture involves the use of study guides, lecture outlines, pretests and posttests, and organized discussion to promote feedback at the midpoint of the lecture, and a case study of a feedback lecture is presented. Six figures and the questionnaires used in the case study are included. A study guide for a course on the economic aspects of clothing is appended. (13 references) (Author/EW)

ED 298 920 IR 013 305

McBeath, Ron J.
Toward a Faculty Self-Appraisal and Development Program--A Readiness Based Approach.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Faculty Development; Higher Education; Individualized Instruction; *Instructional Development; *Instructional Innovation; Instructional Material Evaluation; *Learning Modules; Questionnaires; Readiness; *Self Evaluation (Individuals); Textbooks; Videotape Recordings; Workbooks
IDENTIFIERS- *San Jose State University CA
This chapter describes a model of a faculty development process which is incorporated into an instructional development-media services program at San Jose State University (California). The old Media Services Program is described first, and its reorganization and the integration of instructional development with media services are detailed. An expansion of the services to include a faculty self-appraisal and development program are described, and the self-appraisal process and the appraisal instrument for use by faculty members are detailed. The process for evaluating the new appraisal instrument and the self-evaluation procedure are considered, and a series of self-instructional modules using text, workbooks, and videotapes is described. It is reported that these faculty development materials have been distributed to over 300 institutions and an accompanying evaluation questionnaire showed that these institutions found the development materials to be of high value to the majority of the users. Three figures are included, and an appendix provides the data from the evaluation questionnaire. (23 references) (Author/EW)

ED 298 937 IR 013 405

Balajthy, Ernest
Recent Trends in Minicomputer-Based Integrated Learning Systems for Reading and Language Arts Instruction.
PUB DATE- Mar 88
NOTE- 27p.; Paper presented at the Rutgers University Spring Reading Conference (New Brunswick, NJ, March 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensatory Education; *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Language Arts; *Minicomputers; *Reading Instruction; Teacher Attitudes
IDENTIFIERS- *Integrated Learning Systems
This paper discusses minicomputer-based ILSs (integrated learning systems), i.e., computer-based systems of hardware and software. An example of a minicomputer-based system in a school district (a composite of several actual districts) considers hardware, staffing, scheduling, reactions, problems, and training for a subskill-oriented reading program for compensatory education students. Specific ILS software packages are then described: (1) the PLATO/WICAT System 300 for primary reading, reading comprehension, writing, language arts (with language arts skills, spelling, and sentence combining components), English as a Second Language, and other academic subjects; (2) the Computer Curriculum Corporation's MICROHOST system for mathematics, reading, language arts, and computer literacy from grade 1 through adult; (3) Houghton Mifflin's Dolphin Curriculum, which is designed to supplement teacher-directed instruction with computer-assisted instruction in reading and language arts skills; and (4) DEGEM Systems' TOAM Computer Aided Instruction System for mathematics and multiple choice drill instruction. The appendix lists publisher, former names, systems software, instructional components, and hardware configurations for each system. (8 references) (MES)

ED 298 952 IR 013 445

Bates, A. W.
The Relationship between Programme Style and Structure and Learning from Television. I.E.T. Papers on Broadcasting No. 227.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Nov 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; Hypothesis Testing; *Instructional Effectiveness; Multiple Regression Analysis; *Prior Learning; *Programing (Broadcast); Questionnaires; *Student Attitudes; Television Research
IDENTIFIERS- *Open University (Great Britain)
This paper considers the style and structure of broadcast educational television programs in relation to learning outcomes, and proposes a study to identify those key factors which intervene or affect this relationship. The types of structure examined include simple or complex and self-standing or integrated programs, and types of style include didactic or open-ended, active or passive response, and neutral or polemic. The intervening variables considered in this study are learner's attitudes toward learning (open/structured/not interested); learner's perception of the learning task required in viewing the program; learner's prior knowledge relevant to the content of the program; learners' prior skills in using television for educational purposes; and the amount of mental effort learners of different kinds are prepared to invest in programs of different styles and structures. It is proposed that six example programs be used, with 10 to 12 interviews for each program, and at least one group viewing and discussion. In a school setting, a set of questions will be answered by two or three children together discussing the programs; for adults, postal questionnaires will be sent for each program to approximately 200 randomly selected students or other adults who have requested support materials for educational television programs. A description of the evaluation and data analysis processes and a schedule for completion of the study conclude this proposal. (EW)

ED 298 982 JC 880 404

Glock, Nancy Clover
"College Level" and "Critical Thinking": Public Policy and Educational Reform.
PUB DATE- 87
NOTE- 32p.; Paper distributed at the Fall Conference of the Academic Senate for California Community Colleges (Los Angeles, CA, November 6-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Course Content; *Course Objectives; *Critical Thinking; *Curriculum Development; *Degree Requirements; Governance; *Instructional Development; Teaching Methods; Two Year Colleges
IDENTIFIERS- *California
Designed to assist California community college personnel in implementing 1986 regulations concerning associate degree requirements, this paper analyzes the key terms in the new policy, "college level" and "critical thinking," and discusses practical implications for assessment, curriculum, and instruction. First, the paper identifies factors that can be used to define "college level," including intensity, abstractness, open-endedness, rigor, independence, and type of instructional materials. A chart linking these factors with instructional methods, assignments, and tests is provided. The remainder of the paper focuses on "critical thinking," arguing for a broad definition of the term, encompassing the generation of ideas, decision making, problem solving, and profound thinking. Subsequent sections examine: (1) the appropriateness of a broad definition for educational policy; (2) a programmatic definition of critical thinking skills as those diverse cognitive processes and associated attitudes critical to intelligent actions in diverse situations and fields that can be improved by instruction or conscious effort; (3) the cognitive processes that do not constitute critical thinking (e.g., innate or instinctive processes) and learning activities that do not require these skills (e.g., short answer quizzes or rote drills); (4) holistic assessment of competencies; (5) learning objectives; (6) the impact of critical thinking requirements on programs and enrollments; (7) curriculum planning; and (8) course structures. The next sections of the paper describe a process-oriented method for teaching critical thinking, discuss coaching techniques that support skill development, and underscore the importance of planning for transfer and commitment to the process. Finally, a chart is presented which identifies the components of intelligent acts and related generic and domain-specific thinking skills and attitudes. (AJL)

ED 298 995 JC 880 422

Holladay, John
Institutional Project Grant: A Report on Research into Writing-Across-the-Curriculum Projects.
Monroe County Community Coll., Mich.
PUB DATE- 20 Apr 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Curriculum Development; Literature Reviews; Models; Program Development; School Surveys; Two Year Colleges; *Writing Across the Curriculum
Drawing from information gathered at conferences, through a literature review, telephone interviews with writing directors at all the community colleges in Michigan and several four-year institutions, and a survey of faculty members at Monroe County Community College (MCCC) this report assesses the status of writing-across-the-curriculum (WAC) in community colleges and offers recommendations for implementing a WAC program at MCCC. After parts I and II define WAC in terms of what it is and is not, parts III and IV review the literature on the benefits and drawbacks of four WAC models. Part V looks at the applicability of these models for MCCC, concluding that teacher-centered models would place too great a burden on the faculty and financial resources of the college, but that a writing center model would have potential for long-term success. Parts VI and VII present the results of a survey of MCCC faculty views on student writing, indicating that an overwhelming majority of MCCC students have writing problems in such areas as organization, supporting an idea, coherence, grammar, punctuation, spelling, vocabulary, and proofreading. Parts VIII and IX briefly describe selected WAC programs in Michigan and other parts of the country, and part X looks at the status of WAC in each community college in Michigan. After part XI sets forth five WAC options for MCCC, part XII suggests steps that should be taken if a WAC emphasis were to be implemented at the college. A 33-item bibliography is included. (EJV)

ED 298 680 EC 210 613

Orientation and Mobility for Blind Infants. Abstract XIII: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Oct 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 277 190.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Blindness; Cognitive Development; *Evaluation Methods; Infants; *Instructional Materials; Intervention; Motor Development; *Multiple Disabilities; Sensory Training; Skill Development; Training; *Visually Handicapped Mobility
IDENTIFIERS- *Early Intervention

A federally funded research report, titled "The Development of a Program in Orientation and Mobility for Multi-Handicapped Blind Infants" by Randall Harley et al., is briefly summarized in this one-page abstract. The report discusses the development of the "Peabody Mobility Kit for Infants," a package of assessment and training materials for use by parents and teachers of blind, multiply impaired infants aged 0-2. The materials address the areas of: cognitive development; motor development; and sensory development, which includes awareness and localization of sound, and movement and touch. The materials use a graduated guidance procedure to train the child to perform increasingly more advanced behaviors. The items on the assessment scales correspond to the behaviors taught by the training materials, and key skills are arranged in a developmental sequence. Results of a field test indicate that the programmed intervention achieved significant gains in the cognitive area and the movement and touch area, but not in the motor and sound localization areas. (JDD)

ED 298 709 EC 210 643

Olion, LaDelle
Enhancing the Involvement of Black Parents of Adolescents with Handicaps.
PUB DATE- 88
NOTE- 9p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Black Students; Cultural Differences; *Disabilities; *Parent Participation; *Parent School Relationship; School Community Relationship; Secondary Education

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, looks at ways to enhance the involvement of black parents of handicapped adolescents in their educational program. Cultural, social, and economic considerations unique to black families are considered. Improved communication, greater utilization of resources within the black community, outreach and partnership programs, and support for the development of advocacy programs are suggested as ways to enhance the involvement of black parents. Specific suggestions include the following: respect black parents; develop interpersonal relations; make a special attempt to involve black fathers; contact black fraternities and sororities; use local ministries; use peer parents and paraprofessionals; and make home visits. (DB)

ED 298 764

FL 017 554

Snow, Marguerite Ann; Brinton, Donna M.
The Adjunct Model of Language Instruction: Integrating Language and Content at the University. CLEAR Technical Report Series TR8.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR8
PUB DATE- 88
NOTE- 44p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College English; College Freshmen; *Content Area Reading; *Content Area Writing; Educational Strategies; English (Second Language); *English for Academic Purposes; Followup Studies; Higher Education; Models; Program Descriptions; Program Effectiveness; Reading Skills; Second Language Instruction; Student Attitudes; Study Skills; Summer Programs; Transitional Programs; Writing Skills
IDENTIFIERS- University of California Los Angeles
The adjunct model of language instruction is described as it has been implemented at the University of California at Los Angeles (UCLA). In this model, freshman English and English-as-a-second-language (ESL) courses are linked with content area courses to better integrate the reading, writing, and study skills required for academic success at the university. The report presents a rationale for the adjunct model and describes the key features of the UCLA Freshman Summer Program. It also presents the findings of three studies carried out in the UCLA freshman program: (1) former students' evaluation of the program; (2) an assessment of the home background and high school preparation of the 1986 participants and of their self-assessment of academic skills; and (3) follow-up interviews with selected ESL students and the results of a simulated examination comparing the progress of program participants with that of non-participants. (Author/MSE)

ED 298 778 FL 017 581

Asselle, Maria Grazia; And Others
Jamaica High School Computer-Assisted Bilingual/Bicultural Multi-Skills Project, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 44p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-863-5376
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Bilingual Education Programs; *Computer Assisted Instruction; Educational Objectives; *English (Second Language); Federal Programs; French; Haitian Creole; Haitians; High Schools; Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; Spanish; Spanish Speaking; Student Characteristics
IDENTIFIERS- Content Area Teaching
In its third funding year, Jamaica High School's Computer-Assisted Bilingual/Bicultural Multi-Skills Project used computerized and non-computerized instruction to help 132 native speakers of Haitian Creole/French and Spanish develop English language, native language, and content-area skills. The goal was to help these students participate successfully in the school's mainstream program and then go to college, trade school, or enter the job market. Classroom instruction was complemented by tutoring and career planning, and sought to develop parental understanding and involvement to increase student motivation. Analysis of student achievement data indicates: (1) the proposed English language objective was met for the fall; (2) overall, students met the native language arts objective in both semesters; (3) program students achieved passing rates as high as those of mainstream students in science, social studies, and mathematics; and (4) students met objectives in attendance and suspension rates. Recommendations for improvement are listed. (MSE)

ED 298 818 HE 021 691

Information Digest 1987-1988. University System of Georgia.
University System of Georgia, Atlanta.
PUB DATE- Jun 88
NOTE- 91p.
AVAILABLE FROM- Board of Regents of The University System of Georgia, 244 Washington Street, S.W., Atlanta, GA 30334.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Rank (Professional); *Academic Standards; Access to Education; Admission Criteria; Budgets; Classrooms; *College Faculty; College Students; Degrees (Academic); *Educational Facilities; *Educational Finance; Educational Research; Enrollment; Higher Education; Publications; School Buildings; State Surveys; *State Universities; Student Costs; Tenured Faculty
IDENTIFIERS- *Georgia University System

A collections of facts and statistical data to enhance understanding of the University System of Georgia is presented, updating information from earlier editions. Information was selected on the basis of the most frequently asked questions about the system and its 34 institutions. Eight sections focus on: general information (University System of Georgia, membership board of regents, regents central office, advisory council, computer network, major computing systems); students (enrollment information, selected demographic characteristics, admission standards, transfers, student financial aid, Scholastic Aptitude Test); academic information (quarter credit hours, degrees and certificates conferred, number of library additions and holdings, policies and programs, regents testing program, developmental studies program, college preparatory curriculum, uniform calendar); faculty and staff (faculty by rank, faculty highest degree, faculty tenure status, demographic characteristics, total full-time employees); financial data (budget, quality improvement funds, operations and capital outlay, educational and general, funding formula, budget cycle, student fees, other fees, attendance cost); facilities (appropriations, projects completed, buildings and land, inventory of area, age of buildings, repair fund, classrooms and labs, classroom usage, student housing capacity); research and service activities (public service, continuing education, institutes and centers, contracts and grants); and publications. (SM)

ED 298 843 HE 021 834

Wylie, Neil R.
Helping New Faculty Adjust to Careers at Liberal Art Colleges.
Great Lakes Colleges Association, Ann Arbor, Mich.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 151p.; Appendix 6 may not reproduce well due to faint print.
GRANT- G008302819
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; *College Faculty; Conflict Resolution; Department Heads; *Faculty College Relationship; Higher Education; Liberal Arts; Mentors; Nontenured Faculty; Questionnaires; *Role Perception; Self Concept; Small Colleges; *Socialization; Tenured Faculty
IDENTIFIERS- FIPSE Project; *Great Lakes Colleges Association; *New Teachers
Problems of new faculty acculturation at liberal arts colleges were studied by the Great Lakes Colleges Association (GLCA) with the help of a 40-month grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Discussions with faculty members had revealed that many new faculty members were not comfortable at their institutions, due to perceptions that they were less than first-class citizens, they were carrying more than their fair share of work, the institution was not serious about awarding them tenure, and various constituencies within the institution were not being fair to them in describing the real criteria for earning tenure. Also, tenured faculty tended to view new faculty with suspicion. The FIPSE project resulted in a series of activities, including workshops for new faculty and for department chairs; an investigation of contemporary career patterns and tenure practices; home campus activities tailored to the new faculty; and an inter-institutional mentoring program. Results indicate a greater appreciation of and willingness to deal with the problems of new faculty, greater support for them, and more understanding of and interest in them. Twelve appendices include: insights and information for FIPSE staff; GLCA conference agendas; "Current Appointment and Tenure Practices: Their Impact on New Faculty Careers," by Robert T. Blackburn and Neil Wylie; a questionnaire on job responsibilities and institutional policies; a sample letter sent to new faculty; related correspondence; "Enhancing Faculty Validity through Collaboration among Colleagues," by Neil Wylie and Jon W. Fuller; and a final memo to those interested in the GLCA program. (SM)

ED 298 858 HE 021 849

Duronio, Margaret A.; And Others
A Common Notion about Fund Raising Success: Myth or Fact? AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; Educational Finance; *Fund Raising; Higher Education; *Institutional Characteristics; Institutional Research; Philanthropic Foundations; Private Colleges; *Private Financial Support; Public Colleges; Research Needs; Two Year Colleges; Universities
IDENTIFIERS- *AIR Forum
A prevailing common notion regarding fund-raising success in higher education is that institutions with "more" of certain important characteristics achieve higher totals in voluntary support than institutions with "less." The corollary, which also prevails, is that if there are not high levels of these characteristics, the institution cannot expect to acquire high levels of voluntary support. An analysis of fund-raising information was conducted to determine whether high levels of certain institutional characteristics were to be found consistently in institutions with high levels of voluntary support. Institutions selected were among those reporting fund-raising information to the Council for Financial Aid to Education for the years 1982-83 through 1984-85. Public and private institutions of five types (research, doctoral, and comprehensive universities and baccalaureate and two-year colleges) were studied separately, resulting in ten different types of institutions, with a total study group of 575 institutions. Relationships of various institutional characteristics to voluntary support outcomes are depicted in a series of graphs. It was found that the commonly held notion does not appear to be true for all types of institutions with all donor groups and that the more aggregated the data, the more likely it is that evidence can be found supporting the common notion. Important individual differences appear when institutions are disaggregated by type. The importance of the analysis is considered to be its illustration that there are gaps in our understanding of fund-raising effectiveness and that we may be uncertain as to where the gaps are. Contains 14 references. (Author/KM)

ED 298 873

HE 021 864

Duby, Paul B.
Deselection: A Novel Approach to the Peering Process. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 54p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Contract Salaries; Data Analysis; Databases; Higher Education; Institutional Research; Peer Groups; *Peer Institutions; *Teacher Salaries
IDENTIFIERS- *AIR Forum
A salary study was conducted employing a national peer group because of the expiration of a faculty contract in 1987. The problem addressed was the way in which to produce this national peer group and the resulting salary database in such a fashion that it would be accepted and utilized by both faculty and administrators involved in the collective bargaining process. A national database was built in LOTUS 1-2-3 containing information on secondary enrollment, revenue, and other institutional characteristics. A joint faculty-administrative advisory committee eventually negotiated the selection of five key data elements. Institutions not possessing these characteristics were "deselected." The remaining 44 schools became the agreed-upon database for the national faculty salary survey. Appended are a number of tables summarizing the data analysis, the final selection criteria, the survey population, and a list of participating institutions. Contains 3 references. (Author/KM)

IR

ED 298 665

EA 020 357

Sendor, Benjamin B.
A Legal Guide to Religion and Public Education.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 88
NOTE- 64p.
AVAILABLE FROM- Publication Sales, NOLPE, Southwest Plaza, Suite 223, 3601 SW 29th, Topeka, KS 66614 ($14.50 plus $2.00 on each prepaid order).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biblical Literature; *Church Role; Court Litigation; Elementary Secondary Education; Extracurricular Activities; Legislation; Policy Formation; *Public Schools; *Religion; Religious Factors; Religious Organizations; *State Church Separation

This book is designed to give readers a basic grasp of the general legal principles controlling the role of religion in public education, to apply those principles to typical church-state issues in the schools, and to equip readers to address other related issues as they arise. The book covers the following topics: (1) general legal principles; (2) noncurricular religious activity by students (school prayer, extracurricular student relgious clubs, prayers at special occasions, display of religious symbols, holiday observances, and Bible distribution); (3) religious objections to secular, noncurricular student activities; (4) religion and the curriculum (courses, religious objections to secular courses, and religious objections to secular instructional materials and methods); (5) religious activity by personnel (prayer, discussion of religion with students, wearing religious apparel or religious symbols, and leave for religious reasons); and (6) other religious activities on school grounds (prayer at school board meetings and the use of school facilities by outside groups). (SI)

ED 298 695 EC 210 629

Lilly, Edward R.; And Others
Needed Research in the Organization and Delivery of Special Education Services.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *Delivery Systems; Elementary Secondary Education; Informal Organization; Organizational Change; *Organizational Effectiveness; Organizational Objectives; Personnel Management; Research Methodology; *Research Needs; Research Problems; School Organization; *Special Education
A major concern in the field of special education is the effective delivery of services and their administrative organization. A conceptual definition for "organization" as it applies to special education is developed. Specific areas in special education organization that warrant research are identified and described. Examples include: (1) the need to determine the extent to which organization facilitates or hampers the achievement of stated objectives; (2) the need to determine the impact of coordination of research, teaching, and service delivery upon the effectiveness of special education programs; (3) the impact of the functions of recruiting, employing, training, and evaluating special education personnel on the effectiveness of service delivery; (4) factors in group relationships that influence interpretation and implementation of formal administrative policy in special education; (5) methods for best utilizing and developing the informal relationships of the school. Finally, methods that can be utilized in planning and conducting such research are examined. Some of the difficulties encountered in designing and conducting research on problems in administrative organization are outlined. (JDD)

ED 298 736 EC 210 772

de la Brosse, Beatrice
Children with Special Needs in Family Day Care Homes: A Handbook of Approaches and Activities for Family Day Care Home Providers.
El Centro de Rosemount, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 88
NOTE- 166p.; For related documents, see EC 210 770-773.
GRANT- G008401755
AVAILABLE FROM- El Centro de Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; Child Development; *Developmental Disabilities; Developmental Stages; Discipline; Early Experience; *Family Day Care; Family Environment; Infants; Learning Activities; *Mainstreaming; *Multicultural Education; Normalization (Handicapped); Play; Preschool Education; Staff Development; *Teaching Methods; Young Children
Practical information and sample teaching activities for child caregivers who work with young developmentally disabled children in family day care settings are provided in this manual. Each chapter shares a typical experience a caregiver may have with a particular child. Chapter 1 focuses on getting to know a new child, initial expectations, and testing a new environment, with related activities such as following simple directions and learning sounds. Topics covered in chapter 2 include sensitivity to the child's changing needs, developmental stages, sequencing and repeating activities, and creativity, with related activities which include imitating sounds and giving objects. In chapter 3, the how-to's of designing and preparing for activities are described. Activities in chapter 4 (e.g., wheelbarrow walk, Simon Says) accompany a discussion of the meaning of play for children. Chapter 5 focuses on the creation and use of toys and spaces for play, with activities such as pointing to body parts and pushing objects. Discipline and setting limits is addressed in chapter 6, while the final chapter describes ways to include special needs children in group activities. Brief appendices include a summary of major points to remember, glossary of terms, developmental information, and organizational and print resources. (JW)

ED 298 791 FL 017 594

Asselle, Maria Grazia; And Others
Walton High School Project BLAST, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 54p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-830-2649
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; Career Exploration; *Citizenship Education; Computer Assisted Instruction; Counseling Services; Cultural Enrichment; Curriculum Development; *English (Second Language); Faculty Development; Federal Programs; High Schools; Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Social Studies
IDENTIFIERS- *Content Area Teaching; Project BLAST NY
In 1986-87, its fourth year of funding under Title VII, Project BLAST (Bilingual Language Arts Survival Training) served 185 Spanish-speaking ninth- through twelfth-grade students with limited English proficiency at Walton High School in the Bronx. The program provided supplementary services to the school's bilingual education program by developing students' skills in English as a second language (ESL), Spanish, and content areas (mathematics, science, and social studies) through computer-assisted instruction, providing career orientation/exploration training units integrated into ESL classes, providing citizenship training units integrated into social studies classes, and promoting high attendance by extensive monitoring and follow-up. Additional components included college counseling, extracurricular cultural enrichment activities, parent involvement activities, staff development, and curriculum development. Analysis of student achievement data indicates that the program met its objectives in one of two English language development areas, ESL course passing rates, or native language arts, as well as in attendance rate, and dropout rate. Mixed results were found in Spanish II through V and in content area courses, and the graduation rate objective was not achieved. Most parent involvement, staff development, and curriculum development objectives were met. Recommendations for improvement are given. (Author/MSE)

ED 298 805 HE 021 666

Cerbin, Bill
The Nature and Development of Informal Reasoning Skills in College Students.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the National Institute on Issues in Teaching and Learning (12th, Chicago, IL, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Beliefs; Cognitive Processes; College Students; *Critical Thinking; Decision Making Skills; Discussion; Evaluative Thinking; Higher Education; *Logical Thinking; Persuasive Discourse; *Problem Solving; *Teaching Methods
An analysis of informal reasoning and examination of teaching practices looks at ways to improve reasoning skills in college students. Teaching students to reason more effectively is an important but difficult goal of higher education. Reasoning consists of complex skills which must be taught. Effective instruction is based on two key features: (1) a model that specifies the product of reasoning and the skills involved in informal reasoning; and (2) direct instruction of skills and close supervision and guidance of students during the acquisition of reasoning expertise. A distinction between formal and informal reasoning is offered. Most arguments college students encounter use informal reasoning. The structure of informal arguments is broken down into six essential elements (claims, grounds, warrants, backing, modality, and rebuttal). Informal reasoning skills and knowledge are explained in terms of analytical skills, evaluative skills, constructive skills, and topic knowledge. Common problems students have in informal reasoning include: underdeveloped mental models of argument structure, inadequate use of evidence, underdeveloped arguments, and errors in logic or faulty inferences. Teaching informal reasoning requires: providing students with a model of reasoning that clearly specifies the skills to be learned; organizing skills into a rough sequence based on their function and complexity; direct instruction of reasoning expertise; frequent opportunities to practice reasoning; and precise feedback. A suggested sequence for teaching these skills is outlined, its purpose is to teach students to analyze, evaluate, and construct informal arguments. Some complications of this teaching endeavor include the knowledge versus skills issue and the problem of transfer or generalization. Contains 13 references. (SM)

ED 298 831 HE 021 747

Hauptman, Arthur; And Others
After the Bachelor's: Financial Aid for Graduate and Professional School Students in California.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Apr 88
NOTE- 32p.; For other publications in this series, see ED 286 396, ED 291 286-287, ED 295 523-524, HE 021 611-612, and HE 021 748-750.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Faculty; Educational Finance; Educational Opportunities; Educational Policy; Equal Education; Ethnic Groups; Financial Aid Applicants; *Graduate Study; Higher Education; Loan Repayment; Minority Groups; Professional Education; State Aid; *State Programs; *Student Financial Aid; Womens Education
IDENTIFIERS- *California; Eureka Project
A national perspective on issues in graduate and professional education in California is provided with an emphasis on increasing the participation of minority students and women in advanced degree programs; assuring an adequate supply and quality of college faculty into the next century; and minimizing the adverse affects of growing loan burdens. The three sections focus on the following: (1) graduate and professional education in California (enrollments and degrees by field of study, participation of foreign students); (2) financing graduate and professional education in California (government fellowships and trainees; research and training assistantships; institutional grants and fellowships; loans; private sources of aid; aid sources for advanced degree students in California; differences between undergraduates and advanced degree students; doctoral, master's, and professional students' patterns of financing; and recent federal legislative changes); and (3) issues in financing graduate and professional education (student financial aid options; labor market intervention; increasing the participation of minorities and women; addressing concerns about the future size and composition of college faculty; and minimizing the adverse effects of growing loan burdens). Ten tables are included. (SM)

ED 298 886 IR 013 031

Eapen, K. E.
The Indian Media Scenario.
PUB DATE- 86
NOTE- 44p.; Paper presented at the Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Background; *Communications Satellites; *Cultural Influences; Developing Nations; *Folk Culture; Foreign Countries; Government Role; Higher Education; *Mass Media; Open Universities; Policy; Political Attitudes; Programing (Broadcast); Public Libraries; Socioeconomic Influences
IDENTIFIERS- *India; *Satellite Instructional Television Experiment
As background information for a discussion of India's communication system and its potential for social change, this paper briefly describes the country's physical characteristics, some of its cultural heritage and demographics, and the development of its education and railways. After a discussion of the folk media (traditional changes) of communication, the paper focuses on the cinema, radio, and television to provide a holistic approach to the mosaic nature of India's communication facilities. Two cases are used to illustrate the experimental nature of India's communications efforts: (1) the Satellite Instructional Television Experiment (SITE), which was the precursor to later satellite communication efforts and which served as a pilot project mainly for educational purposes; and (2) Kerala State, which demonstrates the fusing of native ingenuity with communications technology. Use of video as a communication tool is explored, and the Open University and the country's media policy are analyzed. A plea is made for India's media to be run professionally and with social responsibility. (CGD)

ED 299 010 JC 880 458

Alexander, Marjorie J.
An Employer Bank for Counselors, Clients and/or Small Facilities.
PUB DATE- 7 Sep 88
NOTE- 18p.; Paper presented at the Conference of the Florida Rehabilitation Association (Clearwater, FL, September 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Exploration; Career Guidance; *Computer Uses in Education; *Database Management Systems; Databases; Disabilities; *Employment Opportunities; *Employment Services; Job Development; *Job Placement; *Job Search Methods; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL
The Santa Fe Community College Work Exploration Center (Florida) provides work evaluation and placement services to persons who are unable to obtain or maintain suitable employment due to handicapping conditions, undefined or poorly defined vocational training, limited employment skills, and limited knowledge of skills levels. To help maintain current information about local job opportunities, the center has developed EMPBANK, a database of information on local employers which runs on an IBM PC using PC-File III, a shareware database manager. The center chose to develop an "employer bank" rather than a "job bank" because employer development is a major function of the center, and the staff already had employer contacts to serve as an immediate source for the database. The databank has expanded as employers have been recontacted and new jobs have been added to the file. EMPBANK currently consists of 408 records, representing 179 employers and 182 jobs. Using PC-File III, printed reports can be generated that list employers and the positions they have available, as well as lists of positions by job title. Though the original inputting of data into the system required a considerable expenditure of time, EMPBANK ultimately saves the center's staff and clients time and effort in researching job opportunities and provides up-to-date information. The manual of instructions for using EMPBANK is included. (AJL)

ED 299 025 PS 017 539

Haycock, Kati; Navarro, M. Susana
Unfinished Business: Fulfilling Our Children's Promise. A Report from the Achievement Council.
Achievement Council, Inc., Oakland, CA.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; San Francisco Foundation, Calif.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- May 88
NOTE- 47p.
AVAILABLE FROM- Achievement Council, 1016 Castro Street, Oakland, CA 94607 (first copy free of charge; additional copies, $5.00 each. California residents must add 7% sales tax).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Academic Achievement; Blacks; College Students; Disadvantaged Environment; Educational Improvement; *Elementary School Students; Elementary Secondary Education; Higher Education; Hispanic Americans; *Low Income Groups; *Minority Groups; *Public Policy; *Secondary School Students; State Government; Whites
IDENTIFIERS- *California; California Assessment Program
This report discusses the education of Latinos, Blacks, and low-income students in California. Over the past 10 years, California's society has shifted from a predominantly White to a predominantly ethnic society. The number of the state's people living in poverty has increased, and poverty has been concentrating in big cities. The achievement gap between Latino and Black students and other students is significant. The report suggests that the causes of low achievement include the quality of education that poor and minority children receive and an environment that has limited resources with which to support students. Some schools have attained high achievement among minority and low-income students. Foremost among common characteristics of these schools is a belief that all students can learn. Three of these schools, Sweetwater High School, Claremont Middle School, and Bell Gardens Elementary School are covered. Fifteen recommendations concerning the curriculum, teachers, principals, parents, and communities of California are offered. The report concludes with an appendix. (RJC)

ED 299 041

PS 017 561

Thorstad, G.
Sex Differences in Plan Drawing.
PUB DATE- 87
NOTE- 56p.; Paper presented at the Conference of the British Psychological Society (London, England, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Concept Formation; Experience; Family Environment; Foreign Countries; *Freehand Drawing; Participant Satisfaction; *Sex Differences; Space; *Training; *Young Children
IDENTIFIERS- Piagetian Tasks; *Representational Competence; *United Kingdom
Investigated were: (1) sex differences in the ability of 20 boys and 20 girls between 8 and 9 years of age to draw a plan of their house; and (2) variables related to such differences. Subjects were tested on four Piagetian tasks (verticality, horizontality, and two Euclidean space tasks), plan drawing, and vocabulary. After children completed the tasks, they were shown three plans that they had drawn 6 months, 3 months, and 1 week before, and were asked questions about difficulty, plan quality, satisfaction, differences between plans and pictures, and experience. Findings indicated that boys were able to draw a plan of ground floor rooms, doors, windows, and stairs earlier than girls were. A questionnaire revealed that boys and girls had differing attitudes toward the task: girls who drew plans horizontally thought it was difficult to do and were dissatisfied with the results, whereas boys thought that the task was easy and were satisfied. Girls also responded differently from boys with regard to prior experience with plans. When plan drawing was taught to 34 children matched for age and ability with 28 children in a parallel class, sex differences were not found. One-third of the girls developed dramatically from drawing vertical plans to well-structured horizontal plans, responding as though they possessed the horizontality concept, but were too unsure of themselves to use it. Four appendixes provide supplementary data as well as the study questionnaire. (RH)

ED 299 056 PS 017 592

Gilman, David; And Others
Prime Time at North Gibson School Corporation: A Three Year Study. A Comprehensive Evaluation of Indiana's Program of State Supported Class Size Reduction.
Indiana State Univ., Terre Haute. School of Education.; North Gibson School Corp., Terre Haute, IN.
PUB DATE- Sep 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *Class Size; Competence; *Elementary School Students; Longitudinal Studies; Primary Education; *Program Effectiveness; Program Evaluation; Self Concept; State Programs; Student Attitudes
The purpose of this study was to investigate the effect of reduced class size on achievement in the primary grades. Scores on a variety of tests were used to compare the achievement of groups of primary students who had been enrolled in Indiana's Project Primetime with the achievement of cohort groups who had received instruction in larger classes prior to the implementation of the Primetime project. Tests focused on basic skills, competence, self-concept, and attitude toward school. Significant differences favoring the smaller classes were found for local skills tests, the affective measures, and all Iowa Test of Basic Skills (ITBS) scores for grades 1 and 2. In grade 3, however, the math subtest of the ITBS was the only one of six subtests that showed significant differences favoring the smaller classes. For the grade 3 Indiana Competency Test, there were no significant differences favoring either group. Grades 1 and 2 showed a decrease in recent years compared to the dramatic gains made during the first years of the study. It is concluded that findings demonstrate the initial impact of state sponsored class size programs, but raise questions concerning the long-term effectiveness of state supported, reduced class size programs, particularly after the novelty of smaller classes has subsided. References and 25 data tables are included. (RH)

ED 298 724 EC 210 760

Tazioli, Pam; And Others
Concurrent Services Model.
Washington Univ., Seattle. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.; Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services and Professional Programs.
PUB DATE- Jun 87
NOTE- 110p.; Produced by the Single Portal Intake Project.
GRANT- G008002226; G008401381; G009300528
AVAILABLE FROM- University of Washington, Nancy Smith, Experimental Education Unit, WJ-10, Child Development and Mental Retardation Center, Seattle, WA 98195 ($5.00 payable to the University of Washington).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Change; *Agency Cooperation; *Change Strategies; *Cooperative Planning; *Coordination; *Delivery Systems; *Disabilities; Elementary Secondary Education; Models; Organizational Communication; Parent Participation; Preschool Education; Program Evaluation; Program Implementation; Records (Forms); Social Agencies; Youth Agencies

Children with disabilities and their families tend to interact with numerous human services agencies, but often no formal mechanisms exist to coordinate the agencies' services. The Concurrent Services Model was developed and pilot tested to meet this need. Strategies are offered to ensure that interactions among agencies become more efficient and comfortable for all participants, and that interagency cooperation becomes more beneficial for professionals, parents, and children alike. The strategies aim to be easy to implement, to require few additional resources and staff, and to be detailed enough to facilitate implementation. The successful completion of these strategies requires administrative support and encourages parent involvement. The model is organized into five issue areas: identification and awareness, communication among service providers, individualized planning, communication with parents, and evaluation of concurrent services activities. For each issue area, strategies are outlined along with required actions, persons involved, materials needed, and evaluation questions. Many sample forms are included, such as surveys of concurrent service providers and community services, correspondence, program description form, program evaluation form, conflict recognition worksheet, needs identification form, individualized education program input form, parent satisfaction survey, and mutual exchange of information form. (JDD)

ED 298 750 EC 210 786

O'Dea, Colleen
Not Special Enough? Educating New Jersey's Handicapped Students.
Daily Record, Parsippany, NJ.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Child Advocacy; *Disabilities; Educational Improvement; *Educational Practices; Elementary Secondary Education; Enrollment; Financial Support; Higher Education; Individualized Instruction; Learning Disabilities; Parent Participation; Program Evaluation; *School Effectiveness; *Special Education; *State Departments of Education; State Programs; *Student Placement
IDENTIFIERS- *New Jersey
This document reprints a series of articles appearing in the Parsippany, New Jersey, "Daily Record" on October 25-30, 1987 and November 9, 1987. The series stresses that the New Jersey special education system has vastly improved from what existed prior to the 1975 Education for All Handicapped Children Act, but that the system still falls short of its goals. The effectiveness of special education programs is analyzed, noting that education is not truly individualized, schools do not spend enough money or employ enough staff, some schools place students in inappropriate special education classes, many schools discourage parental participation, and the state does not monitor special education programs well enough. The articles provide statistical data on: special education enrollments by school district and by classification of handicap, types of special education programs by county, and costs of special education by school district. Numerous vignettes illustrate the efforts of classroom teachers to help disabled students learn and the efforts of parents to acquire appropriate services. A state plan is reviewed, calling for increasing mainstreaming, reducing inappropriate placements, modifying funding systems, and providing special training for teachers. Methods for evaluating special education are discussed. Programs enabling learning-disabled students to attend college are described. (JDD)

ED 298 904 IR 013 289

Thomas, Keith J.; And Others
Developing Textual Materials: What Research Says to the Practitioner.
PUB DATE- 84
NOTE- 21p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Technology; Flow Charts; Guidelines; *Instructional Development; *Layout (Publications); *Material Development; *Readability; *Reader Text Relationship; Reading Comprehension; Reading Materials
IDENTIFIERS- *Printed Materials; *Text Design; Text Organization
This extensive review of research on the development of print materials covers text readability, structure of the prose, and organizational and format features of the text. Practical guidelines for developing textual materials that can be supported by empirical research are also presented. Conclusions are then drawn from the literature, and areas in which research is needed are identified. Two major conclusions are reached: (1) there are no specific text design guidelines or procedures that are applicable for all materials, genre, and learners; and (2) there is no viable substitute for well written, clearly presented, and well organized prose to maximize the facilitative aspects of written text. Three figures are provided. (130 references) (Author/EW)

ED 298 921 IR 013 306

Terrell, William R.; Shrock, Sharon A.
ID in Higher Education: A Paradox.

PUB DATE- 84
NOTE- 7p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; *College Faculty; *College Instruction; *Faculty Development; Faculty Evaluation; Higher Education; *Instructional Development; *Student Attitudes

This chapter examines, within the higher education context, the difficulties which instructional developers often encounter in gaining cooperation to achieve their goals. It is argued that instructional development in the university involves a paradox in that a great deal of money is provided for the improvement of instruction, but an environment remains which encourages everything except the improvement of instruction. Some of the elements of the paradox are identified, i.e., developers must approach student-centered goals through faculty-centered activities, faculty incentives conflict with teaching responsibilities, and some students have negative attitudes towards the results of instructional improvement activities. Recommendations are made for ways of counteracting these difficulties, but it is argued that the problem is ultimately one of the organizational structure of the university. Changes needed in this structure are described, including the need to alter the faculty incentive system so that more emphasis is placed on teaching and instructional improvement. (10 references) (Author/EW)

ED 298 938 IR 013 406

Strudler, Neal B.; Gall, Meredith D.
Successful Change Agent Strategies for Overcoming Impediments to Microcomputer Implementation in the Classroom.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Change Strategies; *Computer Assisted Instruction; *Coordinators; Data Analysis; Elementary Secondary Education; Employment Qualifications; *Microcomputers; Research Needs; Teacher Attitudes
This study conceptualized school-based computer coordinators as change agents and analyzed their strategies, skills, and outcomes. Questionnaires and interviews were used to gather data from three computer coordinators, their supervisors, teachers, and parents. Data were analyzed case by case and then across cases, using the framework and method of data analysis developed by Matthew Miles. Results revealed that: (1) impediments to the integration of computers into the curriculum include lack of budgetary support, demands on teachers, negative experiences with previous innovations, and competing demands of other school improvement programs; (2) coordinators facilitate computer use through a combination of product- and client-centered strategies which include resource-adding, training of teachers, providing technical assistance, organizing the school's instructional computing program, energizing and motivating the client, and collaborative problem solving; (3) effective coordinators must have technical expertise as well as interpersonal skills; (4) outcomes resulting from the computer coordinator's work include improved teacher skills, implementation of school goals, teacher satisfaction, and greater student comfort with computers. Guidelines for the implementation of the coordinator role are suggested, and several directions for future research are recommended. (25 references) (Author/MES)

ED 298 953 IR 013 446

Brown, Stephen
Videocassettes versus Broadcasts. I.E.T. Papers on Broadcasts No. 228.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Distance Education; *Educational Television; Foreign Countries; Instructional Effectiveness; Interactive Video; Media Selection; Open Universities; *Telecourses; *Videotape Cassettes
IDENTIFIERS- *Open University (Great Britain)
This examination of the educational and economic advantages of using videocassettes instead of broadcast television for Open University distance education begins by noting that, while the potential importance of television in distance education is widely recognized by educators, students appear to be less appreciative. The Video Cassettes Loan Service of the Open University is then described, and the cost savings of the videocassette program over use of broadcast television are detailed. The advantages and disadvantages of abolishing the broadcast television component of the Open University's distance education program are considered, but it is concluded that broadcast television will remain a part of the program. Future options for television as part of the distance education program are discussed, and ways of increasing cost effective use of this medium are proposed. (13 notes/references) (EW)

ED 298 970 JC 880 341

Turner, Caroline Sotello Viernes
A California Case Study: Organizational Determinants of the Transfer of Hispanic Students from Two- to Four-Year Colleges in the Bay Area.
PUB DATE- 88
NOTE- 59p.; Summary of a Ph.D. Dissertation completed at Stanford University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *College Transfer Students; *Educational Mobility; Educational Opportunities; Higher Education; *Hispanic Americans; *Institutional Characteristics; Intercollegiate Cooperation; Mentors; Organizational Climate; Racial Balance; Student College Relationship; Student Placement; *Two Year College Students
IDENTIFIERS- California

A study was conducted to identify organizational factors facilitating or inhibiting the transfer of Hispanic students from California community colleges to four-year institutions. Using the Kanter model of structural determinants for organizational behavior, the study examined opportunity structures (e.g., placement procedures and mobility prospects); routes to organizational power (e.g., student participation in extra-curricular activities and home, work, or campus alliances); and representation (i.e., the proportions of Hispanic and non-Hispanic White students within the community college student body). Three mid-sized, suburban community colleges were selected as study sites. One college had high transfer rates for both Hispanic and non-Hispanic White students, one had low transfer rates for both groups, and the third had a high transfer rate for non-Hispanic White students and a low transfer rate for Hispanic students. Interviews and surveys were used to gather information on college structures and routines from students, staff, and faculty. Study findings included the following: (1) Hispanic students were overrepresented in remedial English courses; (2) the college with the high transfer rates offered a remedial English course tailored especially for Hispanic students; (3) on-campus employment was found to help students use the educational system effectively; and (4) the colleges with high and discrepant transfer rates had more organizational vehicles for communication with their student bodies than the college with low transfer rates. (AJL)

ED 298 983 JC 880 407

Bell, Ron
Single Team Bargaining: An Alternative Approach to Collective Bargaining.
PUB DATE- Jun 88
NOTE- 16p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Saint John, New Brunswick, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Foreign Countries; *Labor Relations; Mergers; *Technical Institutes; Two Year Colleges; Unions
IDENTIFIERS- *British Columbia Institute of Technology; *Single Team Bargaining
A Single Team Bargaining (STB) approach was used to reduce the complications in labor/management relations resulting from the merger of the British Columbia Institute of Technology and the Pacific Vocational Institute. Traditionally, collective bargaining is a conflict-oriented process, in which the parties represent different constituents, are governed by often incongruent responsibilities and demands, and must compete for limited resources. STB, on the other hand, is a collective process in which parties view the success of the organization as a common goal in their search for solutions that are acceptable to both labor and management. In the STB process, there is no one spokesperson, discussions are off the record, all ideas are examined carefully, more than one solution is documented, constraints are declared, extensive research may be required, there is no game playing, and caucuses are deemed unnecessary. The Institute has successfully reached three collective bargaining agreements using STB and has found that the focus of the negotiations is on real problems, not symptoms, that parties are prevented from digging in behind unilateral solutions, and that management and the union have both reacted positively. Though the process has advantages, STB will not work without trust and commitment. (AJL)

ED 298 996 JC 880 423

Mucklow, William R.
A Comparative Analysis of Physical Education at Public and Technical Two-Year Colleges in Western Canada.
SPONS. AGENCY- Grant MacEwan Community Coll., Edmonton (Alberta).
PUB DATE- Sep 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Community Colleges; Comparative Analysis; *Physical Education; *Physical Education Facilities; Physical Education Teachers; Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Canada (West)
A study was conducted to ascertain the present status of physical education (PE) within the public and technical two-year colleges located in the four western provinces of Canada, the Yukon, and Northwest Territories. Questionnaires were sent to 56 two-year institutions, requesting information on institutional characteristics, PE departmental structure and organization, faculty, department budgets, equipment sharing, secretarial support, curricula, course grading, class length, PE as a graduation requirement, and adapted physical education. Study findings, based on responses from 37 colleges, included the following: (1) only 2 of the responding colleges in Saskatchewan had PE programs; (2) specialist two-year colleges (art colleges, marine colleges, etc.) generally did not have physical education programs; (3) larger institutions employed a higher proportion of part-time PE instructors; (4) full-time instructors generally had a master's degree, while part-time instructors generally had only a bachelor's degree; (5) the instructional load of full-time instructors was normally between 15 and 18 contact hours per week; and (6) generally, two-year college PE departments shared their equipment with other college units. (EJV)

ED 298 681

EC 210 614

Research on the Effectiveness of Mainstreaming. Abstract XIV: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Nov 87
NOTE- 7p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Attitudes; *Disabilities; Educational Environment; *Educational Research; *Instructional Effectiveness; *Mainstreaming; Needs Assessment; *Outcomes of Education; Social Integration; Special Education Teachers; Student Placement; Teacher Education; Teacher Role
IDENTIFIERS- Attitudes Toward Disabled

This one-page abstract, was derived from document abstracts listed in "Research on the Effectiveness of Mainstreaming," an ERIC Computer Search Reprint containing bibliographic information and abstracts on more than 120 studies. In the studies reviewed, the role of regular and special education teachers is identified as critical to the success of mainstreamed students. Also identified are the organizational resources, cooperation, and coordination required to support the teachers in their efforts. In this summary, the studies are discussed in six categories: (1) criteria for integrating students into regular classes; (2) the social integration of mainstreamed students; (3) the perceptions and attitudes of parents, mainstreamed students and their peers, and educators; (4) assessments of preservice and inservice teacher training and training needs; (5) organization of the environment; and (6) the effects of mainstreaming on achievement. A list of 41 footnotes concludes the paper. (JDD)

ED 298 710 EC 210 644

Echevarria-Ratleff, Jana; Graf, Victoria L.
California Bilingual Special Education Model Sites (1984-1986): Programs and Research.
PUB DATE- 88
NOTE- 9p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Demography; *Demonstration Programs; *Disabilities; *Educational Practices; Elementary Education; *Hispanic Americans; Program Effectiveness; Resource Room Programs; Special Education; Student Characteristics; Teaching Methods
IDENTIFIERS- Regular and Special Education Relationship

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, reports the findings of school-based research in California to identify effective bilingual special education programs and instructional practices. The educational program at one model site (Azusa Unified School District) is described including the elementary school demographics (70% Hispanic); student characteristics; the school-wide approach; instructional practices in reading, language, spelling, writing, and math; and prereferral interventions. Stressed for program replication is the need for a strong interface among regular education, bilingual education, and special education staff. It was concluded that the Azusa program includes program components identified in the literature as necessary for effectively meeting the needs of culturally and linguistically different exceptional students. (DB)

ED 298 765 FL 017 555

Lindholm, Kathryn J.
The Edison Elementary School Bilingual Immersion Program: Student Progress after One Year of Implementation. CLEAR Technical Report Series TR9.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TR9
PUB DATE- 88
NOTE- 72p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; English; Grade 1; *Immersion Programs; Instructional Effectiveness; Kindergarten; *Language Proficiency; *Mathematics Achievement; Parent Attitudes; Peer Relationship; Pretests Posttests; Primary Education; Program Evaluation; *Reading Achievement; Spanish; Teacher Attitudes; Teacher Student Relationship
A study of progress in the Edison Elementary School (California) bilingual immersion program after its first year of implementation looked at: (1) student levels and gains in first and second language proficiency; (2) levels of math and reading achievement and their possible relationship to student language background; (3) levels of students' perceived academic, peer, physical, and mother-child relationship competencies; and (4) attitudes toward the program among parents and staff. A total of 58 kindergarten and 54 first-grade students participated. Pre- and post-test comparisons of achievement showed that all students made gains in both Spanish and English, with more Spanish-dominant than English-dominant students fluent in both languages. Overall, both Spanish- and English-dominant students scored above average in content area achievement. Students' perceived interpersonal competence was high in each domain examined, and attitudes toward the program were generally positive. Recommendations include promotion of leadership among teachers, development of a Spanish language arts component, development of an English language arts curriculum, provision of more opportunities for native English- and Spanish-speakers to interact in group work; and inclusion of non-bilingual immersion students in the evaluation. (Author/MSE)

ED 298 779 FL 017 582

Asselle, Maria Grazia; And Others
Park West High School Vocational and High School Equivalency Bilingual Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 45p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2133
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); Federal Programs; *High School Equivalency Programs; High Schools; Immigrants; Limited English Speaking; *Program Effectiveness; Program Evaluation; Second Language Instruction; Student Characteristics; *Vocational Education
IDENTIFIERS- Content Area Teaching; *Vocational High School Equivalency Bilingual Prog
Park West High School's Vocational and High School Equivalency Bilingual Program's purpose was to help limited-English-speaking students develop English skills while receiving occupational training after school through bilingual content-area instruction. The program was funded as a mini-school within the high school, providing the same overall job and career orientation provided to mainstream students. In 1986-87, the program served 224 students in grades nine through twelve. Most were recent immigrants with diverse cultural and immigration histories. Half were overage for their grades. Major emphasis was placed on mainstreaming the students into a vocational mini-school or academic track in the high school, with the aim of preparing them for employment after graduation. Guidance, academic and career counseling, and parental involvement were part of the program. Analysis of student achievement data indicates: (1) English language objectives were met only in the fall semester; (2) program objectives for Spanish language skills were met; (3) the percentage of students passing business or vocational courses did not meet the objective; and (4) program participants had a higher attendance rate than mainstream students. Recommendations for improvement are given. (MSE)

ED 298 819 HE 021 692

Korb, Roslyn; And Others
Undergraduate Financing of Postsecondary Education. A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-239
PUB DATE- Jun 88
NOTE- 255p.; The data series on which this report is based is identified as DR-NPSAS-86/87-1.20. This document contains (as Appendix D) the blank survey forms used and supersedes ED 295 531 which does not include the forms.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Educational Finance; Enrollment Influences; Federal Aid; Financial Support; Grants; *Postsecondary Education; Private Financial Support; State Aid; *Student Financial Aid; Student Loan Programs; Undergraduate Study
IDENTIFIERS- College Costs; *Paying for College

The first in a series of National Postsecondary Student Aid Study (NPSAS) reports on undergraduates presents NPSAS data to policymakers and other interested parties. It examines the education expenses of undergraduates who were enrolled in a postsecondary institution in the fall of 1986 and the methods by which they financed these expenses. This is done for all students and all selected groups of students. Following an executive summary, the eight chapters focus on: an introduction; postsecondary enrollment; undergraduate education expenses; sources and types of financial aid to undergraduates; federal financial aid to undergraduates; the composition of student aid awards; sources of financial support to undergraduates; and summary and conclusions. Financial aid is shown to be an important source of support for many undergraduates, reducing the price an undergraduate must pay by nearly 40% in most cases. As students' family income levels increase, the concentration of students receiving federal aid decreases, no matter what type of institution is attended. The glossary of pertinent terms is followed by four appendices: additional tables; technical notes; advisors to NPSAS; and survey forms. Figures, text tables, and appendix tables are described. (SM)

ED 298 874 IR 012 340

Senese, Donald J.
Higher Education Today and Technology: The Role of the Federal Government.
PUB DATE- 2 Apr 84
NOTE- 14p.; Paper presented at the Annual Regents' Conference on Higher Education (2nd, Nashville, TN, April 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Research; *Federal Programs; *Government Role; *Higher Education; *Instructional Innovation; Research Projects; Technological Advancement
This paper discusses the advent of the technological revolution, the challenges presented to higher education and the Federal Government, and the profound changes in education that the computer will stimulate over the coming decades. Higher education's contribution would include research that assists business and industry to advance the technological frontier; educating and training scientific and technical personnel; preparing citizens to live in a technological society; and researching how to use technology to advance education at all levels. The Federal Government will continue the student loan program and the Fund for the Improvement of Postsecondary Education (FIPSE) will provide specific grants for innovative projects in higher education using technology. Such projects currently include: (1) teaching macroeconomics using VISICALC; (2) developing inventories of microcomputer and other electronic technologies in education; (3) extending verbal, mathematical and computer literacy training to adults; (4) development of a computerized medical textbook in pathology; (5) development of a computer program to stimulate phenomena in optics for junior high through graduate school; (6) training computer science faculty in improved teaching methods and techniques; and (7) the design and implementation of a computer-assisted academic advisement program using PLATO. (DJR)

ED 298 666 EA 020 360

Rasp, Alfred, Jr.; Johnson, Harry W., II
Educational Alternatives in Washington. A Directory. 1987 Edition.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 87
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Continuation Students; *Dropout Prevention; *Educational Opportunities; *Nontraditional Education; Public Schools; Secondary Education
IDENTIFIERS- *Washington
Alternative education programs have existed in Washington for several years, providing new ways to meet students' needs by increasing system capacities for flexibility and choice. This directory of the 125 schools that are currently providing this type of education details the following information about each: staffing, purpose of the program, program descriptions, student selection and entrance requirements, resources and funding, and special features. In addition, information is given about 32 teen-age parent education programs. A description of the Washington Alternative Learning Association and a listing of their board members are also given. (LMS)

ED 298 696 EC 210 630

Webster, Maureen M.; And Others
Preparing Handicapped Youth for Jobs. A Six-Site Study of School-Community Collaboration.
University of Southern Maine, Portland. Human Services Development Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 112p.; Photographs may not reproduce clearly.
GRANT- G008302510
AVAILABLE FROM- Research Librarian, Center for Research and Advanced Study, University of Southern Maine, 246 Deering Ave., Portland, ME 04102 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Action; Community Organizations; Cooperation; *Cooperative Planning; *Disabilities; *Educational Planning; Education Work Relationship; Employers; Needs Assessment; Program Development; *School Business Relationship; Social Action; *Transitional Programs; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Competitive Employment (Disabled)

Six communities engaged in planning processes to improve vocational programming for students with handicapping conditions. The collaborative efforts involved the schools, community agencies, and employers in recommending strategies for change. This report is based on a study of the six collaborative planning projects 1 year after their completion. They took place in Decatur, Illinois; Portland, Maine; Bedford, Massachusetts; Oxford, Massachusetts; St. Paul, Minnesota; and a group of three communities associated with the Chester County Intermediate Unit in Pennsylvania. Part I introduces the school-to-work transition problem and describes the contexts for action presented by the six communities. Guidelines for taking stock of community context are offered to help others develop similar problem-solving and planning processes. Part II focuses on the six sites and their processes, products, and outcomes. Part III moves beyond the projects to examine programs and issues affecting the preparation of youth for jobs. It offers a typology for examining programs in light of the ultimate goals of competitive employment and integration of graduates into adult life, and identifies agendas for action at the federal, state, and local levels. (JDD)

ED 298 832 HE 021 748

Wolfinger, Raymond; And Others
Opinions and Attitudes: How the Public, Students and Parents View Student Financial Aid.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Mar 88
NOTE- 31p.; For other publications in this series, see ED 286 396, ED 291 286-287, ED 295 523-524, HE 021 611-612, and HE 021 747-750.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Finance; Educational Opportunities; *Educational Policy; Financial Aid Applicants; Higher Education; High School Seniors; Parent Attitudes; *Parent Financial Contribution; *Public Opinion; State Programs; Student Attitudes; Student Costs; *Student Financial Aid
IDENTIFIERS- *California; Eureka Project; *Paying For College
The financing of higher education opportunities in California and the impact of current financial aid programs upon the formal structure of higher education and upon students is addressed. The issue of how Californians see student financial aid with particular emphasis on the extent of their understanding and the degree of their support is examined in two sections. Section 1 looks at public attitudes toward college costs and student financial aid, focusing on the following: costs of postsecondary education; overall support for financial aid; perceptions about who presently receives aid; personal characteristics and attitudes toward financial aid; north-south cleavages; and divisions over support for financial aid. Seven tables are included in this section. Section 2 is an exploratory study of parents' and students' (high school and college) attitudes toward the financial aid system in California. For college students, the report covers: financial management; optimism about the future; student financial aid (a right not a privilege); loans versus grants and scholarships; learning about financial matters; some upsetting institutional practices; applying for loans; impact of finances on academic choices; financing graduate school; dealing with disappointment; and evaluations of financial aid offices. High school seniors were asked about commitment to college, choosing a college, perceptions of college costs, information about financial aid, applying for aid, and fairness in the system. Parents discussed attitudes toward college, choice of college and major, financing college, and information about attitudes toward financial aid, attitudes toward loans, applying for aid, and mortgaging the house. (SM)

ED 298 844

HE 021 835

Charner, Ivan
Postsecondary Education for a Changing Economy: Resource Agent for Policies and Practices.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 394p.
GRANT- G008440477
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Cooperative Planning; *Economic Change; Economic Climate; *Educational Change; Educational Environment; Educational Policy; Grants; *Policy Formation; Postsecondary Education
IDENTIFIERS- FIPSE Project; *National Institute for Work and Learning DC

The purpose of this Resource Agent Project was to assist the Fund for the Improvement of Postsecondary Education (FIPSE) and the postsecondary education enterprise in developing policy and program responses to the diverse problems associated with a changing economy. The project's three functions were to (1) examine policy directions related to the economy; (2) develop a network among FIPSE-supported projects in education and economics; and (3) disseminate program and policy information generated by the project. It was an experiment of FIPSE to see if clusters of projects, working in similar areas, could be formed to address common problems in a collaborative way. The project's activities were policy papers, a newsletter, case studies, the "New Directions for Continuing Education Sourcebook," and the Education and Economy Alliance. It convened a group of 24 other FIPSE projects to form the Education and Economy Alliance. Each of the projects in the Alliance was concerned with improving postsecondary educations' ability to respond to changes in the economy. The goal of the Education and Economy Alliance was to "make the whole more than the sum of its parts" in terms of identifying new policies and practices for postsecondary education responses to the changing economy. The appendix includes copies of all projects developed as a part of the Alliance project. (SM)

ED 298 859 HE 021 850

Birch, Derek W.; Johnson, F. Craig
Quality Control/Assurance in Post Secondary Education: An Outcomes Approach. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Course Evaluation; *Educational Assessment; Educational Policy; *Educational Quality; Higher Education; Institutional Research; Measurement Techniques; Models; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Quality Control; Surveys
IDENTIFIERS- *AIR Forum; *College Outcomes Assessment

A study was conducted using quality control and quality assurance models to examine student outcomes. The purpose was to investigate current quality control and quality assurance practices in six colleges, to evaluate the relationship between quantitative effectiveness measures and qualitative outcomes measure and to assess the readiness of each college to develop its own quality policy. A course data survey and a program review were conducted in each college. The results indicated that the colleges were more ready to make quantitative measurements than they were to use qualitative indicators. The quality control metaphor proved useful in the analysis. (Author)

ED 298 887 IR 013 103

White, Mimi
Mediating Relations: Therapeutic Discourse in American Prime Time Series.
PUB DATE- Jul 86
NOTE- 32p.; Paper presented at the International Television Studies Conference (2nd, London, England, July 10-12, 1986). For other papers of this conference, see IR 013 001-107.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Conflict; *Content Analysis; *Discourse Analysis; Family Relationship; Fantasy; Fiction; Ideology; *Interpersonal Relationship; *Mediation Theory; *Programing (Broadcast); Psychological Studies; Television Research; Television Viewing
IDENTIFIERS- Hermeneutics; *Prime Time Television; Therapeutic Communication; *United States
Although "The Equalizer" and "Finder of Lost Loves" are different kinds of prime time fiction--urban thriller on the one hand and fantasy melodrama on the other--they share an underlying dramatic structure and symbolic problematic in their repeated enactments of a therapeutic cure overseen by a mediating, authority figure. The protagonists in both cases are engaged by clients under the alibi of offering investigative/detective services; and their ability and willingness to direct a therapeutic cure is determined in direct proportion to their own lack which is specifically delineated in the course of the programs. But the therapeutic problematic is not limited to domestic melodrama and fantasy productions: in "The Love Boat" and "Hotel," for example, the therapeutic process has been narrowly aligned with the economic and social power interests of a few main characters. The nature of the therapeutic process constructed/represented on television is complex and problematic, as an abstracted and multiform therapeutic ideology informs the narrative as a whole, while the association of individual characters with positions of authority/subordination varies. The multiplication of the therapeutic problematic within specific programs disperses the positions any single character or viewer may hold; fantasy turns in on itself where the underlying problematic involves finding one's place in a familial and social order. This process is exacerbated with the proliferation of therapeutic discourses through a range of television genres and programs. (20 end notes) (CGD)

ED 298 922 IR 013 307

Lawrason, Robin E.
Promoting the Liberal Arts and Instructional Development.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *College Curriculum; *Curriculum Development; Faculty Development; *Higher Education; *Instructional Development; *Liberal Arts; Technology

This chapter examines the need for and practice of instructional development within the liberal arts college. The context of the liberal arts college is described, the likely demand for liberal arts education by society is examined, and new evidence for the effect of a liberal arts education on the student is explored. The potential and actual demands for instructional development in the liberal arts college are discussed, and five strategies are suggested for instructional developers in a liberal arts setting: (1) promotion of the liberal arts concept; (2) work with curriculum committees; (3) work with faculty development programs; (4) work with other college change agents; and (5) promotion and support of funding activities. The chapter concludes by suggesting ways in which the instructional developer can be more productive and visible in the liberal arts arena. (18 references) (Author/EW)

ED 299 011 JC 880 459

Gabriel, Dennis; Richards, Irving
Comprehension Levels of Students in Entry-Level English Classes at Cuyahoga Community College, Western Campus.
Cuyahoga Community Coll., Parma Heights, Ohio. Western Campus.
PUB DATE- Aug 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Community Colleges; Educational Trends; English Instruction; High Risk Students; Pretests Posttests; *Reading Comprehension; Reading Tests; *Student Characteristics; Two Year Colleges; *Two Year College Students

In spring 1988, a study was conducted at Cuyahoga Community College's Western Campus (Ohio) to measure the reading comprehension level of a sample of 1988 students and to compare their reading test scores with the scores of students who had taken the same test in 1979 and 1980; to determine if there were a correlation between the number of items a student completed on the Nelson-Denny Reading Test (NDRT) and the number of items he or she answered correctly; to determine the percentage of high-risk students in the study population; and to measure improvements in students' reading comprehension during the course of the semester. The NDRT was administered in class to a sample of 246 students in ENG-099 and ENG-101 classes at the beginning and end of the courses. Study findings included the following: (1) there were no significant differences in test scores based on gender, age, day/evening attendance, full-/part-time status, employment, marital status, and length of time at the college; (2) the 1988 students had a significantly lower level of reading comprehension than students in the 1979 and 1980 studies; (3) students born in other countries, students enrolled in ENG-099, and students with grade point averages lower than 2.5 were identified as high-risk sub-groups; and (4) there was no significant improvement in reading comprehension for the sample group (though the low number of students who took both the pre- and post-test reduced the validity of the post-test results). (EJV)

ED 299 026 PS 017 543

So, Dominica; Hodkin, Barbara
Concept of Family in Three Generations of Chinese-Canadians.
PUB DATE- Aug 88
NOTE- 17p.; Paper presented at the Australian Developmental Conference (5th, Sydney, New South Wales, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Concept Formation; *Ethnic Groups; *Family (Sociological Unit); Foreign Countries
IDENTIFIERS- *Chinese Canadians; Ontario

Subjects from three generations of Chinese-Canadian families completed questionnaires to assess their concept of family. A total of 12 males and 12 females from the three age groups participated. Age groups were composed of 9- through 13-year-olds, 30- through 50-year-olds, and 65-year-olds and older. Tasks included listing family members, drawing a diagram of the participant's own family, making a typical family from a set of figures, responding to a check-list definition of family, and providing demographic information. Compared to family concepts of children and adults, the elderly adults' concepts appeared to be relatively closer to the traditional Chinese emphasis on an extended family system. For example, elders included more extended members in their own family and in their representations of a typical family. Elders also included more male children in their typical family. (RH)

ED 298 737 EC 210 773

Metrey, Mary Sue
Un Buen Comienzo/A Good Beginning Program: Final Report, July 1, 1984 through December 31, 1987.
El Centro de Rosemount, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Dec 87
NOTE- 107p.; For related documents, see EC 210 769-772.
GRANT- G008401755
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Day Care; Demonstration Programs; *Developmental Disabilities; Educational Diagnosis; Employed Parents; Interdisciplinary Approach; Intervention; *Mainstreaming; Models; *Multicultural Education; Program Effectiveness; *Program Evaluation; Spanish Speaking
IDENTIFIERS- *Early Intervention

The final report describes Un Bien Comienzo, a 3-year model demonstration project which provided early intervention services for infants at risk and young children with mild/moderate disabilities who have working parents and are in day care. The project is a program of Rosemount Center (Washington, D.C.), a multicultural, bilingual day care center for infants and young children which serves a mixed socioeconomic neighborhood with a majority of Hispanic families. Among major program accomplishments were providing the only bilingual assessment and intervention team in day care for infants and children in the Washington, D.C. area, accommodating working parents by offering on-site child treatments, and successfully integrating a special education model component into a day care program. Topics addressed in the report include need for the program, program description (multidisciplinary service team, bilingual assessment and intervention services, technical support and training), evaluation procedures, program accomplishments (including the development of two manuals for family day care providers and one for program replication), and efforts toward program continuation and expansion. The bulk of the document consists of three appendices: external evaluation reports for each project year, an internal evaluation report, and sample individual evaluation reports on five children served by the program. (JW)

ED 298 792 FL 017 595

Scorza, Margaret H.; And Others
Chinese Bilingual Career Awareness Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 68p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-852-5048
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Exploration; *Chinese Americans; Computer Literacy; *English (Second Language); Federal Programs; Junior High Schools; *Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Social Studies
IDENTIFIERS- *Content Area Teaching
In its first year under Title VII of the Elementary and Secondary Education Act funding, the Chinese Bilingual Career Awareness Program served 265 Chinese-speaking students with limited English proficiency in two New York City junior high schools. The project's main goals were to improve student skills in English, increase content-area achievement including computer literacy, encourage academic persistence by creating awareness of career opportunities available to well-educated students, and to improve attendance. Students were enrolled in English as a second language (ESL), bilingual or mainstream classes in mathematics, science, and social studies, and career awareness classes. Non-instructional program components included counseling and tutoring services, services for parents, materials development, and staff development. Project objectives were met in English language development, mathematics, science, social studies, staff training, parental involvement, career development, and attendance. Recommendations for program improvement are given. Appendices include career evaluation and parent involvement worksheets. (Author/MSE)

ED 298 806 HE 021 667

Hazzard, Terry
Attitudes and Perceptions of White Students Attending Historically Black Colleges and Universities.
PUB DATE- Jun 88
NOTE- 50p.; Doctoral research paper, Florida State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Attitude Measures; *Black Colleges; Enrollment Influences; Higher Education; Opinions; Questionnaires; *Racial Composition; Racial Relations; School Desegregation; *Student Attitudes; Student Characteristics; *White Students

Many studies have been made over the past several years on black students and their academic performance at predominantly white institutions, but the reversed situation of white students attending historically black educational facilities has received minimal coverage. Based on a literature review and two surveys of white students at a black institution in Alabama and another in Florida, information is presented on: characteristics of white students attending historically black colleges and universities (reasons for attending black institutions, levels of motivation, and prior contact with blacks); educational climate (teacher competence, attitudinal relationships, and extra-curricula activities); black institutions and white enrollment conflicts (Alcorn State University in Mississippi and Tennessee State University/University of Tennessee); and the surveys of white students at Bishop State Junior College (Alabama) and Florida A&M University. Statistical data are provided on: general characteristics; classification and career goals; sources of income; enrollment; factors affecting attendance; prior contact with blacks; academic experience; non-academic experience; impressions; and preferences in academic and social guidance. The findings reveal that: most white students attend black colleges solely to get an education; the average age is 23 and older; over 50% of the white students are enrolled full time; nearly 50% finance their own education; 54% transfer to black institutions from predominantly white institutions; and over 50% find that their academic and non-academic experiences meet their expectations. The survey instrument is included and 39 references are provided. (SM)

ED 298 905 IR 013 290

Merrill, M. David
What Is Learner Control?
PUB DATE- 84
NOTE- 23p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Individualized Instruction; *Instructional Systems; Models; Pacing; *Performance Factors; Programed Instruction; *Student Characteristics; *Teaching Methods
IDENTIFIERS- *Adaptive Instructional Models; *Learner Control
This chapter presents the theory and research underlying Merrill's concept of learner control as an instructional system. Three levels of learner control--content-control, display-control, and control of conscious-cognitive processing--and efforts to manipulate these variables are described, and a model of external and internal learner control is presented. Different types of individualized instructional systems are compared on the basis of the learner control involved, and adaptive instructional models are considered. Findings of learner control research are examined in an effort to determine the level of learner control that will maximize student performance. It is argued that all instruction involves some level of learner control, and the challenge is not whether or not learner control should be made available, but how to maximize the student's ability to use the learner control available. Four figures and one table are provided. (46 references) (Author/EW)

ED 298 954 IR 013 447

Bates, A. W.
Involvement in Cable: Practical Aspects for Educational Users. I.E.T. Papers on Information Technology No. 236.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cable Television; *Costs; *Educational Television; Foreign Countries; *Material Development; Production Techniques; Programing (Broadcast); Publicity; Services; Teacher Participation
IDENTIFIERS- Great Britain; Interactive Television
This brief essay explores the possible educational uses of cable television, and discusses how teachers can become involved in developing educational programs for cable. The paper begins by presenting practical steps that need to be taken if educational requirements are to be met in the highly commercial environment of cable television, and suggests ways for teachers to find production facilities. The publicizing of programs is then considered, followed by a discussion of the potential role of interactive television in education. The paper concludes by discussing the importance of follow-up and support services. (EW)

ED 298 997 JC 880 424

Parsons, Michael H.
The Integration of Economic Development and Education: Making High Technology Work.
PUB DATE- 4 Aug 88
NOTE- 9p.; A presentation before the Quad State Legislative Conference (Hagerstown, MD, August 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Development; Cooperative Programs; *Economic Development; Innovation; *Job Training; *School Business Relationship; State Government; Technological Advancement; Two Year Colleges; Vocational Education
Numerous factors can make an area attractive to high technology industries, including: (1) local exclusionary zoning and restrictive covenants which seek to enhance the beauty of industrial park areas; (2) mutually beneficial affiliations with universities; (3) installation of special utility lines to minimize disruption of service to park areas; and (4) indigenous factors such as restrictive land-use planning, quality of community life, proximity to local colleges and universities, and the use of special strategies to help the development of new, high-technology firms. In many of the areas that have attracted or developed high-technology industries, a close alliance with a higher education institution has been an important consideration. The colleges and universities provide research facilities for firms, as well as a pool of qualified, newly-trained personnel. Cooperation between colleges and firms helps bridge the gap between the first generation of an idea and the commercialization of a product or process. Finally, colleges can play an important role as catalysts in the transformation of economies from manufacturing to information-based industries. In order to ensure economic growth, state governments should develop policies to encourage relationships between businesses and colleges. (AJL)

ED 299 042 PS 017 563

Healthy Children: Investing in the Future.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-H-345
PUB DATE- Feb 88
NOTE- 332p.; For summary, see PS 017 564.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (052-003-01081-0, $13.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; Child Abuse; Child Neglect; Children; Congenital Impairments; Family Planning; *Health Services; Infant Mortality; National Surveys; *Physical Health; *Preventive Medicine; *Public Policy; Tables (Data)
IDENTIFIERS- *Child Health; Prenatal Care; Well Child Care

This report discusses the status of children's health in the United States, and strategies which involve primarily personal health care services for the prevention of death, disease and injury of children. The report opens with a summary of the contents, and then suggests strategies for public policy for the improvement of children's health. The first major section studies the effects of low birthweight on infant mortality in the United States. It also discusses children's access to health care and the limitations of and alternatives to private and public health insurance. The second section focuses on the prevention of childhood disease. Prenatal care, screening of newborns for congenital diseases, and well-child care are studied in terms of their approaches, effectiveness, cost effectiveness and financing. Accidental childhood injuries and the usefulness of prevention strategies are considered. Finally, the report discusses the prevalence, causes and effects of child abuse and neglect, and the effectiveness of programs and federal and state funding for the prevention of maltreatment of children. The report concludes with an appendix and list of 779 references. (RJC)

ED 299 057 PS 017 593

Robinson, Barbara J.

Developing Materials and Support for Early Childhood Educators To Increase Abilities To Become Effective Advocates.

PUB DATE- 88
NOTE- 56p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Advocacy; Early Childhood Education; Educational Legislation; *Guides; *Lobbying; Material Development; Political Issues; Professional Development; *Social Support Groups

Because early childhood educators were minimally knowledgeable about and uninvolved in state legislative activities affecting their profession, an experienced child advocate developed a practicum to increase practitioners' knowledge and involvement. To attain practicum objectives, an advocacy handbook was developed and an advocacy project support group was organized. Consisting of over 100 pages, the handbook included introductory material about the advocacy pilot project, a sample director's letter to parents, a calendar of events, a sample introductory letter to legislators and correct forms of address, a sample letter to legislator from parents, a sample letter concerning the Act for Better Child Care (the ABC Bill), information about the ABC Bill, a directory of state legislators, a congressional directory, a summary of children's legislation, public policy alerts, a description of how a bill becomes a law, glossaries of legislative and congressional terms, the bicentenial edition of the Constitution of the United States, and guidelines on lobbying legislators and getting favorable legislation passed. By the end of the tenth month of the project implementation plan, over 5,000 commitments were made to participate in the advocacy project by staff, parents, college students, and children. Appended are sample surveys, handbook table of contents, dissemination tracking and commitment forms, and an events calendar summary. (RH)

ED 298 711 EC 210 645

Phillips, Ron S.; Cranwell, Ford R.
The Need for Community-Based Special Education Programs in the Band-Operated Schools of Manitoba.
PUB DATE- 88
NOTE- 10p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Canada Natives; Cultural Influences; *Disabilities; Foreign Countries; Multicultural Education; *Needs Assessment; Parent Participation; Program Development; *School Community Relationship; *Special Education
IDENTIFIERS- *Manitoba
The paper, originally given at a 1986 Ethnic and Multicultural Symposium, discusses special education needs in band-operated schools in Manitoba. These are local Indian reserve schools under the direction of locally elected education authorities. The paper reports on a survey of needs (indicating 31% of students suspected of needing special services), funding limitations, and the tendency to utilize off-reserve placements. A community-based special education model is offered which encompasses five principles including equal access to schooling for Indian children with special needs regardless of the nature of the special learning needs; availability of appropriate, culturally sensitive special education and educational support services; availability of early childhood special education opportunities; opportunity for meaningful parental involvement; and education of special needs Indian children with non-special needs peers within local community settings whenever appropriate. Delineation of responsibilities of the schools themselves, the tribal councils, the Educational Support Services Unit, and the Department of Indian and Northern Affairs is encouraged. Prospects for improved services are discussed in terms of recognition of needed services, fiscal support, and personnel. (DB)

ED 298 725 EC 210 761

Daniel, Neil; Cox, June
Flexible Pacing for Able Learners.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-183-8
PUB DATE- 88
NOTE- 123p.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($12.50, $10.00 members; Publication No. 328).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acceleration (Education); Advanced Courses; Early Admission; *Educational Methods; Elementary Secondary Education; *Flexible Progression; *Gifted; *Program Development; *Program Implementation

The monograph describes the application of flexible pacing as a means of meeting the educational needs of gifted students in schools throughout the country. Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination. An introductory chapter looks at the historical and theoretical context of flexible pacing and gives a brief explanation of the canvassing and survey methods used to obtain data. The next two chapters describe flexible pacing programs in 8 elementary and 11 secondary schools. Chapter 5 looks at district-wide programs for all students or all gifted students and finds six such school systems. The next chapter examines cooperative programs between schools, colleges, or other educational institutions. The seventh chapter discusses selected features of flexible pacing including school policy, strategies of implementation, staff selection/development, and record keeping. A staff development program to prepare teachers for flexible pacing in mathematics is described in the eighth chapter, contributed by Kathleen Martin. The concluding chapter identifies principles of implementation including capitalizing on what is available, initiating a program gradually, and winning support. The survey form and a sample program description are appended. (DB)

ED 298 751 EC 210 787

Report of the Council for Exceptional Children's Ad Hoc Committee on Medically Fragile Students.
Council for Exceptional Children, Reston, Va.
PUB DATE- Mar 88
NOTE- 17p.; A report received and approved by the CEC Advocacy and Governmental Relations Committee. Corresponding amendments to CEC Policies adopted by the CEC Delegate Assembly.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($6.40, $5.10 members; Publication No. 630).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Ancillary School Services; Delivery Systems; *Educational Practices; Educational Research; Eligibility; Health Services; Mainstreaming; Program Development; Safety; *School Policy; Social Support Groups; *Special Education; *Special Health Problems; Standards; *Student Needs; Student Placement; Student Transportation; Teacher Education
IDENTIFIERS- *Council for Exceptional Children; *Medically Fragile

New opportunities are available for students with special health care needs requiring specialized technological health care procedures for life support and/or health support, and attention to appropriate educational programs is required. Guidelines proposed by the Council for Exceptional Children's Ad Hoc Committee on Medically Fragile Students focus on nine issues: determining eligibility for special education services; providing related and noneducational services; assuring equal access to appropriate educational settings in the least restrictive environment; promoting a safe learning environment for all students and professionals; assuring that health care services are delivered by appropriately trained personnel; establishing support systems for staff, students, and families; including information about students' specialized health care needs in professional education programs; providing appropriate and safe transportation; and promoting research that assesses current and future service delivery models. An amendment to the Council's policies modifies Chapter (8) by adding a new section (8) 322, incorporating the proposed guidelines for students with special health care needs. Appended is a reprint of an article by Barbara Sirvis titled "Students with Special Health Care Needs," from the summer 1988 issue of "Teaching Exceptional Children." (JDD)

ED 298 780 FL 017 583

Cabrera, Eulalia; And Others
South Bronx High School Project CIBE, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 58p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-824-5060
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; *Computer Literacy; *English (Second Language); Federal Programs; High Schools; Immigrants; Low Income Groups; Mathematics Instruction; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Puerto Ricans; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Student Characteristics
IDENTIFIERS- Content Area Teaching; *Project CIBE
The Computers in Bilingual Education (CIBE) program at South Bronx High School offered computer-assisted instruction in English as a second language (ESL), native language arts, social studies, mathematics, and science to limited-English-speaking students and provided instruction in computer literacy. It served 340 low-income ninth-, tenth-, and eleventh-grade Spanish-speaking students, mostly recent Puerto Rican immigrants. Classroom instruction was funded by several sources, and due to lack of experienced staff, some teachers taught outside their licensing areas. Program students made up over one-half of the school's graduating class. Since the program was strongly supported by the administration, its curriculum closely paralleled that of the mainstream. Analysis of student achievement data indicates: (1) English language development met or approached the objective in both semesters; (2) English, English reading, and native language course completion objectives were met; (3) content-area course passing objectives were met; (4) students achieved high passing rates in computer literacy; and (5) the attendance rate was significantly higher than that of mainstream students. Recommendations for improvement are given. (MSE)

ED 298 860 HE 021 851

Blanchard, William; And Others
Multicriteria Analysis: Managing Complexity in Selecting a Student-Information System. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Administrator Attitudes; College Administration; Computer Networks; *Computers; *Computer Software; *Decision Making; *Evaluation Criteria; Higher Education; Institutional Research; *User Needs (Information)
IDENTIFIERS- *AIR Forum; Seattle University WA
Seattle University recently decided to replace three separate, computerized student-information systems with a single, integrated system. The complexity of this decision was managed with a multicriteria method that was used to evaluate alternative systems. The method took into account the many and sometimes conflicting concerns of the people who would use whatever system was finally selected. Multicriteria analysis not only provided a way of managing a large amount of information, but apparently reduced people's resistance to change. The method and its application to this particular computer system selection decision is described, and a chart of criteria and ratings is provided. The method, which is simple in structure, is seen as adaptable to different kinds of decisions and decision-making processes encountered by institutional researchers. Contains 5 references. (Author/KM)

ED 298 939 IR 013 432

Besen, Stanley M.
New Technologies and Intellectual Property: An Economic Analysis. A Rand Note N-2601-NSF.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- N-2601-NSF
PUB DATE- May 87
NOTE- 82p.; For related document, see ED 272 173.
CONTRACT- IST-8415297
AVAILABLE FROM- The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communications; *Copyrights; *Economics; Government Role; *Information Technology; *Intellectual Property; *Publishing Industry; Technological Advancement
IDENTIFIERS- *Property Rights
This report examines how new information and communications technology may affect the economic system in which knowledge-based products and services are created, produced, packaged, distributed, delivered, and used. The following issues are considered: (1) the economic basis for the system of property rights in intellectual property, copyrights, patents, and trade secrets; (2) the economic behavior of producers of intellectual property; (3) the effects of the legal treatment of authors, publishers, packagers, distributors, and users; (4) the issues involved in estimating the harm to producers of intellectual property that results form the introduction of new technologies; and (5) the various types of government intervention that may be used to promote the supply of intellectual property. The text is supplemented by bibliographic notes and 61 references are provided. (Author/EW)

ED 298 971 JC 880 368

The Bridge to the Next Century: A Commentary by the National Advisory Panel.
MDC, Inc., Chapel Hill, N.C.
SPONS. AGENCY- Commission on the Future of the North Carolina Community Coll., System, Raleigh.
PUB DATE- May 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Role; *Community Colleges; *Economically Disadvantaged; Economic Change; *Economic Development; Educational Attainment; Educational Needs; Education Work Relationship; *Futures (of Society); Institutional Mission; Job Training; Policy Formation; *Statewide Planning; Two Year Colleges; Unskilled Workers; Vocational Education
IDENTIFIERS- *North Carolina

In February 1988, a National Advisory Panel was brought together to discuss the role of North Carolina's community colleges in a rapidly changing economy. This paper summarizes the findings and suggestions that emerged from the meeting. Chapter I examines the original purposes and current mission of the state's community college system. Chapter II considers the changes taking place in North Carolina that will affect adult education and training, focusing on economic trends, technological challenges, educational shifts, and demographic projections. Chapter III looks at those members of the workforce who fall below the national average in educational attainment and economic prosperity, and the social and economic costs involved in neglecting their educational and training needs. While acknowledging that there is no simple answer to the issue of functional illiteracy, the paper advocates a more integrated approach to basic skills education and vocational-technical training. Chapter IV offers recommendations for transforming the North Carolina Community College System, including: (1) the adoption of a mission statement that stresses the mastery of the academic and occupational requirements of the workplace and the technological needs of business and industry; (2) the creation of a governance structure that would enable the system to act in concert and allow for innovation and flexibility at the institutional level; and (3) the development of processes for measuring quality and performance, and the establishment of incentives for continuous improvement of the teaching/learning process. A paper suggesting issues for further study is appended. (AJL)

ED 298 984 JC 880 408

Vancouver Community College: Final Report of the 1985/86 Institutional Evaluation Steering Committee and Report of the External Review Team.
Vancouver Community Coll., British Columbia.
PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; Community Colleges; Foreign Countries; *Institutional Evaluation; Institutional Mission; Needs Assessment; School Community Relationship; *School Effectiveness; Two Year Colleges
IDENTIFIERS- Vancouver Community College BC

These two reports present the results of internal and external evaluations of Vancouver Community College (VCC). First, the self-study report identifies ways of improving the college's effectiveness, including: (1) the clarification of VCC's priorities and their relationship to external pressures and aspirations for the future; (2) the enhancement of institutional responsiveness to financial and external policy pressures; (3) increased communication with and involvement of the community; (4) the improvement of the quality of services for students and of the students using the services; and (5) the establishment of employee development as an institutional priority. A total of 73 specific recommendations for achieving these goals are provided. The assessment of the External Review Team describes the review process and then evaluates VCC with respect to accessibility to college services, the quality of course offerings, human resource development and employee orientation, program and course development and delivery, relations with the external community, internal communications, and planning, management, and decision making. Recommendations for improvement and commendations are included. (EJV)

ED 298 667 EA 020 366

Gronseth, Marsha; And Others
Minnesota School Finance. A Guide for Legislators.
Minnesota House of Representative, St. Paul. Research Dept.
PUB DATE- Jul 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Budgeting; Early Childhood Education; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Support; Foundation Programs; Incentive Grants; School Accounting; School Funds; *School Support; School Taxes; Special Education; *State Aid; *State Programs; Tax Allocation; Transportation; Vocational Education
IDENTIFIERS- *Minnesota
The Minnesota school finance system is the method by which funds are provided for the operation of public elementary and secondary schools and public postsecondary vocational-technical institutes. This document comprises a reference guide for state legislators to the Minnesota school finance system. It begins with historical and legal background information on school finance in Minnesota, along with a brief survey of school finance litigation and a description of the Minnesota public school system. Subsequent chapters cover: (1) basic shool finance terms and concepts; (2) the foundation aid program; (3) additional features of the foundation aid program; (4) funding for school transportation; (5) funding of special education and education for limited English proficient pupils; (6) funding of community, adult, and early childhood education; (7) vocational-technical education; (8) miscellaneous state funds for education; (9) tax relief aids and aids in lieu of taxes; (10) nonmaintenance school district levies; (11) capital finance; (12) school district accounting; (13) teacher retirement; and (14) teacher mobility incentives. (TE)

ED 298 682

EC 210 615

Brain Research: Implications for the Education of Exceptional Children. Abstract XV: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Dec 87
NOTE- 7p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Autism; *Brain Hemisphere Functions; *Evaluation Methods; *Learning Disabilities; Meta Analysis; Research and Development; *Teaching Methods; *Theory Practice Relationship

The one-page abstract summarizes "Brain Research: Implications for the Education of Exceptional Children," an ERIC Computer Search Reprint containing bibliographic information and abstracts of 115 documents. Citations are described in five sections: learning disabilities, autism, other learning handicaps, assessment techniques, and instructional techniques. Although some studies have found an unusual reliance on one hemisphere by the learning disabled, the relationship of these findings to learning disorders is unclear. Despite the popularity of hemispherically related explanations for learning disabilities, a review of research concluded that there are strong empirical arguments to the contrary. Studies of autism found some evidence of left hemisphere dysfunction as well as evidence of neurochemical disturbance. Studies of other learning handicaps (such as deafness, behavior disorders, handedness, brain damage) were less frequent. Work on assessment techniques includes tests and electrophysical measurement techniques used to determine hemispheric preference, identify neurological problems, and identify subtypes of learning disability. Most studies on instructional techniques stress that education currently emphasizes left brain activities and that greater use of right train and integrated activities should be fostered. Sixty-two footnotes are provided. (DB)

ED 298 766 FL 017 556

Oxford, Rebecca L.; Rhodes, Nancy C.
U.S. Foreign Language Instruction at the Elementary and Secondary School Levels: A Nationwide Profile. CLEAR Educational Report Series ER12.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER12
PUB DATE- 87
NOTE- 25p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Curriculum Design; Elementary Secondary Education; FLES; *Language Teachers; National Surveys; Private Schools; Profiles; *Program Design; Public Schools; Second Language Instruction; *Second Language Programs; Teacher Qualifications; Uncommonly Taught Languages
IDENTIFIERS- United States
Results of a survey of 1,416 elementary schools and 1,349 secondary schools concerning foreign language instruction are reported. The survey sought to provide a national picture of foreign language education in public and private schools by investigating demographics, the amount of instruction provided, enrollment, specific offerings, program type, scheduling and funding (elementary schools only), the existence of curriculum guidelines, materials, student participation in foreign language-related activities, sequencing, teacher qualifications and in-service training, and major problems. Survey results are presented in graphs accompanied by narration, and reveal that foreign language instruction is currently offered in just over 20% of the elementary and 87% of the secondary schools that responded. Twice as many private as public elementary schools and slightly more private than public secondary schools offer instruction. National attention needs to be focused on developing a more rigorous foreign language program beginning in earlier grades and continuing to the fluency level. Specific recommendations include establishment of new programs, particularly starting in elementary schools and aiming at high proficiency; more intensive programs; improvement of sequencing; addressing the major problems noted by teachers and administrators; and offering more programs in the less commonly taught major world languages. (MSE)

ED 298 820 HE 021 703

Douglas, Joel M., Ed.
Collective Bargaining for Adjunct Faculty.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Apr 88
NOTE- 12p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjunct Faculty; *Collective Bargaining; Faculty College Relationship; Governance; Higher Education; Labor Demands; Negotiation Agreements; Nontenured Faculty; *Part Time Faculty; Teacher Rights; *Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; City University of New York Bernard Baruch College; National Education Association

This report addresses the unionization of part-time (or adjunct) faculty and sets forth certain demographic data pertaining to them. Included are sections from national faculty organizations' status reports on part-time faculty. The first part of the report lists factors contributing to the growth of adjunct faculty collective bargaining. Tables present adjunct faculty units organized during the period of 1983-1987 and lists of all adjunct collective bargaining agreements cited in the 1988 edition of the National Center for the Study of Collective Bargaining in Higher Education and the Professions's "Directory of Faculty Contracts and Bargaining Agents." Part Two shows excerpts from position statements on part-time faculty prepared by American Association of University Professors, American Federation of Teachers, and National Education Association (NEA). They discuss: tenure; security of employment; role in academic governance; compensation and fringe benefits; management policy considerations; union policy considerations; the appropriate use of part-time and temporary appointments; academic due process for part-time and temporary faculty members; participation in governance; conditions of part-time and temporary faculty employment; compensation; abuse of nontenure track appointments; and part-time and temporary faculty in collective bargaining. Recommendations include that: colleges and universities convert all improper part-time, temporary, and nontenure track appointments to regular, full-time positions whenever possible and each institution immediately begin to develop a handbook of policies on the matter incorporating the principles set forth in NEA policy statements. (SM)

ED 298 875 IR 012 341

Senese, Donald J.
The Impact of College through Computers on the Future of American Education.
PUB DATE- 7 Mar 84
NOTE- 14p.; Paper presented at a Dinner for Educators and Education Writers sponsored by Tele-Learning (New York, NY, March 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; *Educational Change; Educational Technology; Educational Trends; Equal Education; Futures (of Society); Higher Education; *Individualized Instruction

Within the present "Information Age" there is a grassroots movement calling for reform and improvement of our educational system. With the advent of the computer, this movement will stimulate profound changes over coming decades that will affect the number of off-campus students and adult education programs. Just as previous technologies brought significant opportunities for education, the computer will provide new opportunities by enhancing individualized interactive instruction in every kind of setting, from the school to the home, to the library, and to the community. It will allow for distance education courses, home study courses for individuals interested in self-growth, and a greater opportunity for corporations to train their workforces. Electronic learning offers low cost, quality individualized instruction as the computer adopts the best method of learning for individual students. Students can work at their own speed, drill themselves as needed, receive oral instructions if they learn better through hearing, or spend time reading and writing on screens if they learn better through visual information. Essentially, the computer will assist in both equity and excellence of education by providing accessible education to more people, while providing greater diversity of courses covering a wider range of knowledge. This expansion of education can develop a more knowledgeable population and informed worker and consumer, which in turn will aid American productivity at home and leadership in the world. (DJR)

ED 298 906 IR 013 291

Hand, James D.
Student Development: The Next Logical Focus.
PUB DATE- 84
NOTE- 8p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Counseling; Faculty Development; Higher Education; *Instructional Development; Organizational Development; *Student College Relationship; *Student Development; *Student Educational Objectives; *Student Motivation
This chapter describes a new type of educational development, called student development; considers how student development relates to faculty, instructional, and organizational development; and describes innovative student development programs at several universities. As used in this discussion, the term student development involves a process by which the learner is educated to become a sophisticated consumer of education, with the process facilitating both educational and personal growth. This description differs significantly from the use of the term to describe programs evolving from offices of the dean of students, counseling centers, or learner skills centers, student improvement laboratories, and education units. The development of programs at the University of Vermont, the University of Arkansas at Fayetteville, and the University of Arkansas Medical Sciences Campus that incorporate the ideas discussed in this chapter are described. It is argued that student development of the type described in this chapter is an integral part of the educational development process and must take it place alongside instructional, faculty, and organizational development. (7 references) (EW)

ED 298 923 IR 013 308

Austin, John H.; Titus, Amy A.
Some Pointers on Instructional Development in the International Arena.
PUB DATE- 84
NOTE- 10p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Consultants; *Cultural Context; *Developing Nations; Foreign Countries; *Instructional Development; *Intercultural Communication; *International Organizations; Technical Assistance
IDENTIFIERS- *United Nations

Focusing on the process of performing instructional development in the international arena, this chapter discusses how to become involved in international projects, organizations sponsoring such work, and special problems commonly encountered in international consulting. Pointers on how to prepare are given, as well as communication and cultural sources for problems associated with communication in an intercultural setting. A case study applying these concepts is described, the program is evaluated, and some general conclusions are drawn regarding its success. One table is included. (3 references) (Author/EW)

ED 299 012 JC 880 460

Shirazi, Annmarie
Oklahoma City Community College Institutional Research Monographs, FY 1988.
Oklahoma City Community Coll., OK.
PUB DATE- 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dropouts; Enrollment; Institutional Research; Questionnaires; *Student Characteristics; *Student Educational Objectives; Telecourses; Two Year Colleges; *Two Year College Students
Ten institutional research reports from Oklahoma City Community College (OCCC) are presented in this collection. Three of the reports examine the educational objectives of students enrolled in fall 1987, spring 1988, and summer 1988. Two reports compare fall 1987 and spring 1988 students with those from previous semesters in terms of gender, age, marital status, ethnicity, full-/part-time attendance, residence, and educational objectives. In addition, the collection includes: (1) "Information from 1986 OCCC Graduates," a study of graduates' educational objectives, current employment/educational status, and ratings of OCCC; (2) "A Profile of Students Who Were New to OCCC in Fall 1986 and Spring 1987"; (3) "Students Who Enrolled and Did Not Pay, Fall 1987," a study of 472 students who were dropped from classes for non-payment of fees; (4) "Completion Rate Comparisons for Talkback TV Classes and Comparison Classes"; and (5) Non-Returning Fall 1987 Students by Program and Educational Intent. Questionnaires are provided for the survey-based studies. (EJV)

ED 299 027 PS 017 544

Langford, Peter E.; D'Cruz, J. Vin
A New Approach to Coding Moral Dilemma Responses.
PUB DATE- Aug 88
NOTE- 31p.; Paper presented at the Australian Development Conference (5th, Sydney, New South Wales, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Classification; *Cognitive Processes; Foreign Countries; Individual Development; Interviews; *Moral Values; *Research Methodology; *Value Judgment; Young Adults
IDENTIFIERS- *Analytic Approach; Australia; *Justification (Psychology)
Reported are two studies of the categorization of adolescents' justifications for the morality of others' actions. To analyze interview data, a new method of scoring moral judgments was developed. Study 1, involving 180 individuals from 12 to 21 years of age, focused on dimensions of reflection and abstraction associated with four categories of justifications: descriptive, naturalistic, theoretical, and reflective. Study 2, involving 120 school and university students of mid-level ability between 12 and 21 years of age, explored inter-rater reliability and compared Study 1 findings with findings from the original short form of Kohlberg's Form A interview. Results showed that a reasonable degree of inter-rater reliability could be achieved and that evident developmental trends were robust with respect to interviewers and interview content. This content had an expected and comprehensible effect on the frequency of items within content categories. Results were interpreted within the context of a model of the development of moral reasoning that emphasized the influence of the social focus of the interviewee and the process of individuation toward a secular or a religious view of morality. The notion that a more differentiated individuation may also occur within each of these categories was explored, as were shifts from paternalism to autonomous decision-making in thinking about social life. (RH)

ED 298 845 HE 021 836

Wilbur, Susan
Assessing a University's Image for Short-Term and Long-Term Enrollment Planning. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; College Planning; College Students; Higher Education; *Institutional Characteristics; Institutional Research; Mail Surveys; Questionnaires; *Reputation; *Student Attitudes; *Student College Relationship; Student Recruitment
IDENTIFIERS- *AIR Forum; University of California Irvine
An image assessment study was conducted by a young, rapidly growing, public university to provide accurate and timely direction for student recruitment and communications activities. The study consisted of opinion and attitude surveys mailed to 4,500 current students and 22,000 alumni. The survey explored student and alumni satisfaction with educational and support services, quality of education, and the university's "personality." Of the student surveys, 37% were usable in data analysis; of the 8,500 alumni surveys returned, 3,000 were randomly selected for analysis. Results included the following: (1) that the most enduring perception of the university is one of academic quality; and (2) that improvement of administrative service and responsiveness should be considered. Use of the results in planning and recruitment is discussed. The Undergraduate Student Survey is attached. Contains 3 references. (Author/KM)

ED 298 888 IR 013 273

Bass, Ronald K., Ed.; Dills, Charles R., Ed.
Instructional Development: The State of the Art, II.
REPORT NO.- ISBN-0-8403-3270-X
PUB DATE- 84
NOTE- 632p.; Published by Kendall/Hunt Publishing Company. For volume I, see ED 292 444; for individual chapters of volume II, see IR 013 274-321.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; *Educational Technology; *Educational Theories; *Instructional Design; *Instructional Development; *Models; Research Methodology; State of the Art Reviews

Designed to serve both as a textbook and as a reference source for instructional developers who wish to keep up with developments in the field, this book presents a broad view of the field of instructional development (ID) together with in-depth descriptions of important new topics and the latest developments in the old ones. The 48 chapters, written by 63 authors, are divided into nine sections and 18 sub-sections according to the stages and management tasks of the ID process: (1) Introduction (ID as a Science or an Art); (2) Strategies (Meta-Theory, Practical Approaches); (3) Tactics (Basis of Design in Theory, Designs, Client-Developer Relations); (4) Logistics (Evaluation, Staff Relations); (5) Diffusion (Theories, Applications); (6) Applications (International, Military, Industry, Public Schools); (7) Personnel (Preparation of the Developers, Women); (8) Futures; and (9) Summary (The State of the Art). The text is supplemented by various tables and figures, references or notes are provided for 43 of 48 chapters, and both author and subject indexes are included. (Author/EW)

ED 298 955 IR 013 449

Bates, A. W.
W(h)ither Video? What Future Does Video Have in Schools? I.E.T. Papers on Information Technology No. 242.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 85
NOTE- 6p.; Article for Times Educational Supplement, May 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); Change Strategies; *Costs; Courseware; Educational Television; Elementary Secondary Education; *Financial Support; Foreign Countries; *Interactive Video; *Videodisks; Video Equipment; Videotape Recordings
IDENTIFIERS- *Great Britain

Focusing on why computer-controlled videodiscs are not more widely available in British schools, this brief essay considers questions considering the issues of funding for hardware, videodisc production costs, and technological difficulties. Promotion of such technology by the National Interactive Video Centre, the British Broadcasting Corporation, and Colin Mably of North East London Poly is noted. The potential for videodisc technology in the schools is examined, and strategies for making the technology more widely available in the schools are suggested. (EW)

ED 298 697 EC 210 631

Partners in the Process: A Handbook on Transition for School and Community Programs Serving Learning Disabled Young Adults.
University of Southern Maine, Portland. Human Services Development Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 87
NOTE- 133p.; A part of the York County Transition Project.
GRANT- G008402246
AVAILABLE FROM- Research Librarian, Center for Research and Advanced Study, University of Southern Maine, 246 Deering Ave., Portland, ME 04102 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Agencies; Apprenticeships; *Community Programs; Daily Living Skills; Educational Needs; *Education Work Relationship; Financial Support; Group Homes; High Schools; Individualized Programs; *Learning Disabilities; Organizations (Groups); *Transitional Programs; Vocational Rehabilitation; Work Study Programs; Young Adults
IDENTIFIERS- Maine

The handbook is intended for school and community programs helping learning disabled young adults make the transition from school to work. The first chapter describes development of the Transition Project by York County (Maine) and project components including referral, assessment, membership on the Transitional Pupil Evaluation Team, the Individual Transition Plan, and tracking. The second chapter examines the roles of the learning disabled young adult, the parents, the school, and the transition specialist. Options for the young adult are considered next, in the third chapter, and include continuing education, non-traditional educational programs, college and university programs, vocational technical institutes, and apprenticeships. The fourth chapter considers options in the world of work including part-time work and work study, employment services, and choosing the right job. Aspects of independent living and independent living programs are considered next. The following chapter provides information on sources of help including financial assistance (social security, Medicaid and Medicare, Aid to Families with Dependent Children, food stamps, and veterans' assistance); support organizations; networks and agencies (including parent organizations, legal assistance, state agencies, and professional assistance). Sources of further information are provided throughout the handbook. Appended are a learning disabilities assessment summary form, a functional assessment profile, and an individual transition plan form. (DB)

ED 298 738 EC 210 774

Innocenti, Mark S.; And Others
Helping Parents To Be Informed Advocates for Their Handicapped Children: Planning Materials for Four Meetings To Provide Information and Support. Preschool Transition Project.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 87
NOTE- 46p.; For related documents, see EC 210 775-776.
GRANT- G008401380
AVAILABLE FROM- Outreach and Development Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6845 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Civil Rights; *Disabilities; Equal Education; Individualized Education Programs; Legal Responsibility; Meetings; *Parent Education; Parent School Relationship; Preschool Education; Special Education; Tests; *Transitional Programs

The manual provides parent educators with guidelines for conducting a series of four 1-hour meetings to help parents of preschool handicapped children fulfill their role as their child's advocate. At the first meeting, information on tests and testing and on the Individualized Education Program process is presented. In the second meeting, parents are informed of the legal rights to which children receiving special services are entitled. At the third meeting, other parents of older handicapped children speak providing a parent perspective of special education services. In the fourth meeting, school district special education administrators give parents specific information about the school district and answer parents' questions. The manual also contains general suggestions for the meetings (e.g. send parents reminder notes, serve refreshments, and develop a parent handbook) and appendixes which include forms used by the Preschool Transition Project in Utah, a list of regional resource centers, a list of state protection and advocacy agencies, the parent feedback form, and the pre-post exam. (DB)

ED 298 793 FL 017 596

Lopatin, Arthur D.; And Others
New York City Board of Education, Brooklyn. Office of Educational Assessment.
George W. Wingate High School Multilingual Survival Skills Program, 1986-1987. OEA Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 66p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-830-2796
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Cultural Awareness; English (Second Language); Faculty Development; Federal Programs; French; *Haitians; High Schools; Language Proficiency; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Second Language Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS- Content Area Teaching; *Multilingual Survival Skills Program; Sheltered English
In 1986-87, the Multilingual Survival Skills Program provided, with the support of Title VII funding, instructional and support services to 360 limited-English-speaking Haitian and Hispanic students at a Brooklyn high school. The program's major goals were to develop English and native language proficiency through simultaneous, intensive study of both languages to develop content-area mastery in bilingual classes until mainstreaming was possible, and to increase awareness of students' cultural heritages and of American culture, democratic values, and institutions. A project director, Haitian Creole/French resource specialist, Spanish resource specialist, Spanish educational assistant, and Haitian Creole educational assistant provided support and instructional services to bilingual content-area teachers, English as a second language (ESL) teachers, and school guidance staff. Program objectives were met or surpassed in native language arts, mathematics, science, social studies, attendance, parental involvement, staff development, and curriculum development, and not met in English language development. Recommendations for program improvement are given. (Author/MSE)

ED 298 807 HE 021 669

Sergent, Marie T.; And Others
Services Offered to Disabled Students in Higher Education: A Five Year National Survey. Research Report 4-88.
Maryland Univ., College Park. Counseling Center.
PUB DATE- Apr 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; Architecture; *College Role; Counseling; Deaf Interpreting; Design Requirements; Educational Assessment; *Educational Responsibility; Hearing Impairments; Higher Education; Learning Disabilities; National Surveys; Physical Mobility; Services; Tutoring; Visual Impairments

Statistical information about the services offered to disabled students over a 5-year span on college and university campuses nationwide is provided, and the results of the study and their implications for service providers are discussed. As an increased number of disabled students exercise their rights to higher education, campus service providers are confronted with the challenge of offering programs and services that are the most appropriate. Previous literature on the subject of disabled students on-campus is described. The current study collected data about programs, services, and types of disabilities of the disabled students. This information is part of an ongoing data bank established in 1982 to act as an information resource for disabled student service units nationwide as they planned programs, services, and annual budgets. Information was solicited through an annual survey. Results are discussed in terms of institutional characteristics, funding and staffing, disabled student population, and services offered. Services in general show a wide range and variety. The services most commonly available include consultation to faculty and staff, counseling, academic support in the form of tutoring, note-taking services, interpreters for hearing impaired students, test and quiz administration, and ordering of taped texts. An important trend identified is the increasing number of learning disabled students registered. However, only some of the services offered to this group showed a concurrent increase. Contains 7 references. (SM)

ED 298 833 HE 021 749

Lee, John B.; And Others
Measuring Financial Need: A Review of Student Financial Aid Eligibility Standards.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Mar 88
NOTE- 27p.; For other publications in this series, see ED 286 396, ED 291 286-287, ED 295 523-524, HE 021 611-612, and HE 021 747-750.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Educational Finance; Educational Legislation; *Educational Opportunities; Educational Policy; *Eligibility; *Federal Legislation; Financial Aid Applicants; Higher Education; *Need Analysis (Student Financial Aid); Policy Formation; State Aid; State Programs; *Student Financial Aid
IDENTIFIERS- *California; Eureka Project; Higher Education Act Title IV
In the 1986 Amendments to the Higher Education Act of 1965, Congress mandated the specific system of need analysis to be used in determining need for most of the programs authorized in Title IV of the Act. This system will replace the system called Uniform Methodology (UM) for federally supported programs and is expected to be adopted for most state and institutional supportd programs. The implications of the change in governance and specific changes in the methodology are presented. A background and definition of the issue looks at the federal government and postsecondary education and characteristics of California students. A section on history, theory, and operation of need analysis focuses on theory and governance of need analysis, operation of the Uniform Methodology, development of the Congressional Methodology (CM) system, operation of the CM, and implications of the CM system. Governance questions raised by the adoption of the CM focus on criticism of the CM and support for the CM. In discussing critical issues, it is noted that for most financial aid administrators, students, and families, the change from UM to CM will result in confusion. It will require changes in computer systems, forms, and procedures. It is critical that the CM serve as a true need analysis methodology which can be used to determine a student's need for assistance from all sources without regard to availability of funds from any particular source. It should not be reduced to a formula determining eligibility for a particular program. Contains 8 references. (SM)

ED 298 940 IR 013 433

Elliott, John D.
On Flying to the Starting Line But Walking the Race: An Illumination of the Computer-Mind Metaphor.
PUB DATE- May 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Computers; Cybernetics; *Information Processing; Man Machine Systems; *Memory; Metaphors; *Programing; Programing Languages
This essay considers whether the brain can accelerate the speed with which it absorbs or dispenses information in ways similar to those of a computer, and, if so, whether any of these speed-up approaches increase the speed of the processing of the information in the brain. It is suggested that there are tasks for which speed is important in both cybernetic and human information processing, and that the brain uses concepts, pronouns, and metaphors to speed up information processing in much the same way as the computer uses a shortened program, a lower level language, or a change in the central processing unit. In addition, the human and the computer can work in parallel, with the computer performing lower level tasks, while the human decides priorities or performs other tasks of higher level thinking. It is concluded that the human information processor and the computer are metaphors for each other, and that their relationships are equations rather than vectors since they can be mutually influential. (EW)

ED 298 985 JC 880 411

Gallagher, Paul
Canada's Community Colleges, the Next Five Years: "Redirecting College Education."
PUB DATE- Jun 87
NOTE- 11p.; Background paper for a presentation to the Annual Conference of the Association of Canadian Community Colleges (Hamilton, Ontario, June 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Role; *Community Colleges; Economic Change; *Educational Needs; *Educational Planning; Educational Trends; Foreign Countries; *Futures (of Society); Modernization; Social Change; Two Year Colleges
IDENTIFIERS- *Canada
It is predicted that over the next five years 80% of the people in the industrial world will be doing jobs differently from the way these jobs have been done in the previous 50 years. Most people will have to go back to school to relearn these jobs. If these forecasts prove accurate, Canada's community colleges will be well positioned to play a more central role in the Canadian society of the future. Among the emerging social and economic changes facing Canada are a transfer from an industrial-based to a knowledge-based economy, from a culture that values conformity to one that values individuality, from preparation for employment to preparation for self-employment, and from remuneration to satisfaction as the dominant reward. Functioning successfully in the society of the future will require: (1) the ability to be understood and to understand others; (2) the ability to work with others; (3) positive work attitudes; (4) critical thinking skills; (5) an understanding of the fundamentals of mathematics, science, and social sciences; (6) the ability and willingness to learn independently; and (7) technical and/or productive skills. The discord between these needs and expectations and the results of contemporary formal education necessitates a redirection of college education toward integrated curricula, direct rather than indirect learning, basic skills programming, lifelong learning, and non-technical skills upgrading. Colleges can begin the process of redirection by determining precisely what students need to learn, and by reconsidering traditional forms of credentialling and administrative and instructional methods. (EJV)

ED 298 998 JC 880 425

Ernst, Charles M.; And Others
"Thriving on Chaos." A Colloquium Review (Hagerstown, Maryland, May 18, 1988).

Hagerstown Junior Coll., Md.
PUB DATE- 18 May 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Book Reviews; College Role; *Economic Change; *Economic Factors; *Futures (of Society); *Modernization; *School Business Relationship; Social Change; Two Year Colleges
IDENTIFIERS- *Thriving on Chaos (Peters)

Three authors discuss Tom Peters' management guide, "Thriving on Chaos," and its implications for community colleges. First, Dixie D. LeHardy delineates Peters' main points concerning the U.S. economic system, the need for new organizational structures, the importance of quality in an unstable, competitive world market, methods of enhancing customer satisfaction, and the need for integrity within an organization. Next, "Application in a Community College Environment," by Charles M. Ernst reviews the efforts made by the industries located in the Cumberland Valley in Maryland and Pennsylvania and the Shenandoah Valley in West Virginia and Virginia to stay competitive and suggests ways that Hagerstown Junior College (HJC) can assist in these efforts. He recommends that HJC respond to local industrial changes by targeting job shops and small suppliers, training students in the new technologies, providing distance learning, and supporting new styles in employer-employee relationships. Finally, "Battles and Revolutions," by Ray M. Johns questions Peters' dismissal of the principles of "economies of scale" and "specialization of labor," asserting that Peters misrepresents and confuses the concepts. While acknowledging that Peters' book offers excellent ideas for competing in the emerging market of the next century, Johns suggests that what Peters calls "revolutionary changes" are simply corrections of mismanagement. (AJL)

ED 299 043 PS 017 564

Healthy Children: Investing in the Future. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-H-346
PUB DATE- Feb 88
NOTE- 34p.; For full report, see PS 017 563.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; Child Abuse; Child Neglect; Children; Congenital Impairments; Family Planning; *Health Services; Infant Mortality; *Physical Health; *Preventive Medicine; *Public Policy
IDENTIFIERS- *Child Health; Prenatal Care; Well Child Care

This report summarizes a more in-depth report concerning the status of children's health in the United States, and strategies which involve primarily personal health care services for the prevention of death, disease, and injury of children. The report is divided into five major sections. The first discusses the effects of low birthweight on infant mortality in the United States. The second section considers the prevention of low birthweight through prenatal care for mothers and school-based family planning services for teenagers. The third section covers the prevention of health problems in early childhood through well-child care, screening of newborns for congenital disorders, and the prevention of accidental injuries and maltreatment of children. Children's access to effective health services is discussed in the fourth section. A discussion of possible options for federal policy for the improvement of children's health concludes the report. (RJC)

ED 299 058 PS 017 594

Lenhoff, Rosalyn
Development of a College-Based CDA Training Program for Interested Community Practitioners and Supervisors.
PUB DATE- 88
NOTE- 60p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Certification; *Competency Based Teacher Education; *Curriculum Development; Early Childhood Education; *Education Courses; Postsecondary Education; *Preschool Teachers; *Supervisory Training
IDENTIFIERS- *CDA; Child Development Associate
A Head Start training program director designed a practicum to provide a short-term, cost-effective training program for community child care providers interested in earning the Child Development Associate (CDA) credential. In addition, a training-of-trainers component was developed for program supervisors interested in serving as advisors to practitioners working in their programs. Developed were a three-credit college-based course for practitioners and a simultaneous one-credit college-based course for supervisor/advisors, based on the CDA competency assessment system. Concrete, experiential activities, within a collaborative, socially interactive context were designed to enable transfer of learning to participants' work settings. Evaluation data indicated that practicum outcomes were positive. All participants reported that they had applied newly acquired knowledge in their work site. A high percentage of participating practitioners earned their CDA credential within 3 months after the training program, and a high percentage of the supervisor/advisors successfully assisted their candidates in becoming credentialled. Related materials are appended. (RH)

ED 298 668 EA 020 367

Cleary, James
Cluster Analysis of Minnesota School Districts. A Research Report.
Minnesota House of Representative, St. Paul. Research Dept.
PUB DATE- Aug 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assessed Valuation; Economic Status; Elementary Secondary Education; *Fiscal Capacity; Property Appraisal; *School Districts; Socioeconomic Status; *Statistical Analysis; *Statistical Distributions; Tax Rates
IDENTIFIERS- *Cluster Analysis; *Minnesota
The term "cluster analysis" refers to a set of statistical methods that classify entities with similar profiles of scores on a number of measured dimensions, in order to create empirically based typologies. A 1980 Minnesota House Research Report employed cluster analysis to categorize school districts according to their relative mixtures of property valuation. This report updates that analysis using 1984 property assessment data to show how major changes in property valuations during the past few years have resulted in unequal changes in property valuation profiles among school districts, resulting in changes in the empirically based typology of districts. Based on the analysis, Minnesota's 435 school districts were classified into eight clusters, which are profiled in the report. Appended are a set of tables showing statistics for these school district clusters based on estimated market value, followed by an ordered listing of school districts with cluster identification. (TE)

ED 298 683 EC 210 616

Beyond Drill and Practice: Learner-Centered Software. Abstract 16: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jan 88
NOTE- 3p.; For the original report on which this extended abstract is based, see EC 201 988.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Consortia; Educational Practices; Educational Research; Elementary Education; *Emotional Disturbances; Junior High Schools; *Learning Disabilities; *Microcomputers; Middle Schools; *Research and Development Centers; Special Education; Teacher Education
IDENTIFIERS- *Learner Centered Instruction

This one-page abstract describes a report titled "Microcomputers in Special Education: Beyond Drill and Practice" by Susan Russell, which focuses on a project that created a consortium to promote research, training, and dissemination in learner-centered software for elementary and middle-school students with learning disabilities and emotional disorders. Members of the consortium included the Technical Education Research Center, Lesley College (a teacher training institution in Cambridge, Massachusetts), the Massachusetts Department of Education, local education agencies, and members of the research community. Activities carried out by the consortium have included: (1) a national survey of teachers and administrators on the use of learner-centered software; (2) identification of promising practices; (3) establishment of a local special interest group of educators using learner-centered software; (4) development of a practicum course in the use of such software; (5) establishment of research collaborations to explore such activities as using word processors to teach writing, involving learning-disabled students in scientific investigations, and teaching below-grade-level children to understand mathematical concepts without the burden of calculation; and (6) preparation of a handbook for special educators. (JDD)

ED 298 712 EC 210 646

Gentry, Ruben; Wen, Shih-sung
What Attracts and Keeps Outstanding Black Special Education Teachers in the Profession?
PUB DATE- 88
NOTE- 9p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Teachers; Demography; *Disabilities; Elementary Secondary Education; *Special Education Teachers; State Surveys; Teacher Background; *Teacher Characteristics; *Teacher Effectiveness; Teacher Persistence; Teacher Recruitment; Teaching (Occupation)
IDENTIFIERS- Mississippi
The paper, originally given at a 1986 Ethnic and Multicultural Symposium, describes the findings of a study of Black special education teachers and the factors influential in their selection and continued participation in the profession. The study surveyed 101 Black special education teachers in 64 Mississippi school districts. Subjects were among teachers identified as outstanding by district superintendents. District superintendents most often selected the teachers as outstanding based on their being role models for other teachers. Of the teachers nominated as outstanding 43% were Black. Most of the teachers were trained in predominantly Black institutions within Mississippi. The teachers were primarily female (94%), relatively young (60% between 30 and 39), and well educated (60% held a Master's Degree). Although teachers enjoyed their work and the people they worked with they were less happy with salary and opportunities for advancement. Tables detail the demographic and other data gathered by the survey. (DB)

ED 298 752 EC 210 788

Tuttle, Frederick B., Jr.; And Others
Characteristics and Identification of Gifted and Talented Students. Third Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0729-8
PUB DATE- May 88
NOTE- 163p.; For First Edition, see ED 197 519.
AVAILABLE FROM- NEA professional Library, P.O. Box 509, West Haven, CT 06516 ($11.95, Stock No. 0729-8).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ability Identification; Academic Ability; Academically Gifted; Aptitude Tests; Cognitive Ability; Creativity; Elementary Secondary Education; Females; *Gifted; Gifted Disadvantaged; Group Testing; Individual Testing; Intelligence Tests; Leadership Qualities; *Program Design; Screening Tests; *Student Characteristics; *Talent; *Talent Identification

The text focuses on identification criteria and characteristics of gifted and talented students in the context of educational programming. The section on characteristics discusses kinds of intelligence, indicators of giftedness, student characteristics that may pose difficulties for the classroom teacher (e.g., persistence, criticalness, and tendency to master generalizations at the expense of details), definition of giftedness in an educational context, distinction between the concepts of gifted versus talented, and the special characteristics of gifted underachievers, minority gifted, and gifted females. The second section describes types of identification instruments and procedures, as well as specific procedures implemented by selected programs for the gifted. A two-stage identification procedure is recommended. Procedures tailored to identification in such specific areas as intellectual ability, academic talent, leadership, and visual and performing arts are noted. Approximately half the text consists of supplementary materials which include lists of characteristics of gifted and talented individuals, sample checklists, rating scales, and recommendation and evaluation forms. Information on representative group and individual achievement and intelligence tests, and on tests for assessing higher-level thinking behavior, is presented in chart format. Lists of selected print and media resources conclude the supplementary material. (JW)

ED 298 781 FL 017 584

Martinez, Ana L.
Theodore Roosevelt High School Project TEACH, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 48p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-842-5058
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Business Education; Cambodians; Computer Literacy; *Computer Oriented Programs; *Counseling Services; English (Second Language); Federal Programs; High Schools; Immigrants; Limited English Speaking; Low Income Groups; Mathematics Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Secondary Education; Second Language Instruction; Spanish Speaking; Student Characteristics
IDENTIFIERS- *Project TEACH NY
Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics), administered by Theodore Roosevelt High School's foreign languages and bilingual education department, was designed to provide newly arrived students with bilingual instruction in computer technology and business. In its third year, the program served 275 limited-English-speaking students from the Caribbean, Central America, and Cambodia in grade nine through eleven. The project offered a wide range of courses, including English as a second language (ESL), Spanish, bilingual content-area instruction, computer technology, and business. Computer use for academic preparation increased during the project. Lack of a Khmer-speaking teacher made individualized content-area instruction for Cambodians infeasible; however, Khmer-speaking paraprofessionals assisted students in courses taught in English. Academic, career, and personal counseling, staff development, and parental involvement were included in the program. Analysis of student achievement data indicates: (1) students met program objectives in ESL; (2) Spanish language program objectives were met; (3) course passing rate objectives were met for computer and keyboarding courses, but not for mathematics; and (4) the attendance rate for participants was higher than for mainstream students. (MSE)

ED 298 861 HE 021 852

Walleri, R. Dan; Peglow-Hoch, Marcia
Case Studies of Non-Traditional High Risk Students: Does Social and Academic Integration Apply? AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Case Studies; *College Students; Higher Education; *High Risk Students; Institutional Research; *Nontraditional Students; Research Methodology; *Social Integration; *Student Attitudes; Student Characteristics; Student College Relationship; Student Educational Objectives; Student Motivation; Success; Teacher Student Relationship
IDENTIFIERS- *AIR Forum; Tinto Theory

Increasing recent research on nontraditional students has uncovered anomalies and inconsistencies in Tinto's model of student persistence patterns, especially with regard to academic and social integration. It is hypothesized that these inconsistencies are a product of the heterogeneous nature of nontraditional student populations, combined with limited methodological approaches utilizing undifferentiated student tracking and standardized surveys. This hypothesis was tested through the use of selected case studies. A sample of 20 students was drawn from the approximately 140 respondents to a 1986-87 followup survey of a group of students placed in a Guided Studies program in the fall of 1984. Personal interviews, preceded by a questionnaire on all aspects of academic and social integration, were conducted to identify and define variables associated with student success. Findings were found to be consistent with Tinto's model and inconsistent with recent research on nontraditional students. The use of the case study approach, instead of aggregate quantitative methodology, and the focus on academically underprepared students, rather than a larger student population, are given as probable reasons for the differences. Contains 18 references. (Author/KM)

ED 298 876 IR 012 342

Senese, Donald J.
Impact of the Computer on Educational Research and Improvement.
PUB DATE- 13 Jun 84
NOTE- 13p.; Paper presented at the Annual National Educational Computing Conference (6th, Dayton, OH, June 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Change; Educational Technology; Elementary Secondary Education; *Federal Programs; Futures (of Society); Higher Education

The future world of students will present challenges for the education community in determining how to educate and properly prepare them for their place in the new information based society. In order to meet the challenges, computers and other technological innovations will have to be used to enhance learning experiences for students, increase teacher productivity, and assist in the development of more effective schools. The Federal Government will assist educators in adopting the use of technology, by continuing programs at both the kindergarten through twelfth grade and higher education levels that explore and/or provide examples of effective uses of instructional technology. The student loan program will continue, as will the Fund for the Improvement of Postsecondary Education (FIPSE). FIPSE has already awarded grants for innovative projects using technology in higher education such as the use of VISICALC for teaching macroeconomics; extending verbal, mathematical, and computer literacy training to adults; developing a computerized textbook in pathology; and designing and implementing a computer assisted academic advisement program using PLATO. Additionally, 12 school-based technology demonstration sites have been established to provide examples for other schools desirous of utilizing technology in their own programs. Another tool of dissemination is the National Diffusion Network, which identifies exemplary programs and assists school districts with their adoption and implementation. (DJR)

ED 298 907 IR 013 292

Stolovitch, Harold D.
Frame Games and Game Chains: A Technology for Interactive Teaching/Learning.
PUB DATE- 84
NOTE- 13p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Educational Games; Higher Education; *Instructional Development; *Learning Activities; Needs Assessment; *Sequential Approach; *Simulation
IDENTIFIERS- *Interactive Teaching

This chapter presents two significant gaming concepts, one old and one new, and demonstrates how interactive teaching/learning situations can be structured through their application to attain prespecified objectives which require communication, group decision making, planning, or simple interactive skills. Frame games, the older concept, are defined, and the newer concept of the game chain is introduced. Examples of both types of games are provided and suggestions are made for ways to fit these types of games together to build highly effective interactive learning sessions. It is noted that a frame game is a design that provides a framework for creating contrived learning activities involving conflict, a set of rules for players' moves, and termination criteria so that winners may be determined. The well known card game, "Concentration," is presented and adapted to generate instructional games. Another form of frame game--a "needs analysis" game--and an adaptation of this framework--"The Policy Council Game"--are also presented. The second concept presented is "game chains," or the sequencing of games that are interrelated so that the output of one game becomes the input or starting point for another game. Two examples of the incorporation of frame games into the game chain concept are also provided, i.e., "Community Radio" and "Future Forecasting." Seven figures are provided. (15 references) (EW)

ED 298 924 IR 013 309

Kerr, Stephen T.
Innovation on Command: Instructional Development and Educational Technology in the Soviet Union.
PUB DATE- 84
NOTE- 17p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; *Faculty Development; Faculty Evaluation; Foreign Countries; Futures (of Society); Higher Education; Inservice Teacher Education; *Instructional Design; *Instructional Development; *Instructional Innovation; Models
IDENTIFIERS- *Qualification Raising Programs (USSR); *USSR

This chapter presents the history, philosophy, and methodology of instructional development and instructional technology in the Soviet Union. It begins by analyzing the structure of the educational bureaucracy in the USSR and explaining the pathways through this structure through which educational decisions are made, and through which instructional materials are designed. The development of educational technology in the USSR is described, including the major successes and failures of the institutions and agencies involved in Soviet educational technology and instructional development, in particular the work of the Scientific Research Institute for School Equipment and Educational Technology (NII SHOTSO), and the Soviet program of "qualification raising" in institutions of higher education. Russian instructional development models are described, and misunderstandings between American and Soviet instructional technologists are discussed. Finally, the scope and future of Soviet instructional development are considered, and it is suggested that progress will be slow because the system, while impressive, is not very flexible. The text is supplemented by 64 references, 15 in English and 49 in Russian. (Author/EW)

ED 298 956 IR 013 450

Bates, A. W.
The Dutch Open University. A Report on a 2-Day Visit. I.E.T. Papers on Information Technology No. 246.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Sep 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Audiovisual Aids; *Computer Assisted Instruction; *Distance Education; Educational Television; Foreign Countries; Higher Education; Instructional Materials; *Open Universities; Research and Development; Tuition
IDENTIFIERS- *Open University (Netherlands)
This brief description of a visit to the Dutch Open University (Netherlands) begins by noting that, although the university had been established only the previous spring, it already had over 20,000 students. It then outlines the activities undertaken by the three main operational divisions of the university, i.e., course development, education, and publishing. Topics discussed in more detail include the television and computer-assisted learning involving efforts of the Audio-Visual Department and the research and development efforts of the Education Division. (4 references) (EW)

ED 298 972 JC 880 384

Improving Articulation between High Schools and Community Colleges: Activities and Incentives.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Apr 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Faculty; *College School Cooperation; *Community Colleges; Faculty Development; *Faculty Organizations; High Schools; Statewide Planning; Teacher Role; Two Year Colleges
IDENTIFIERS- *California

More community college faculty members should become involved in programs and activities to improve communication and articulation between community colleges and high schools. The strengthening of high school graduation requirements and recent calls for closer relations between colleges and schools intensify the need for a greater understanding of expected student performance at each level. The major articulation programs operating in California include: (1) concurrent enrollment and transfer of credit opportunities; (2) the California Academic Partnership Program; (3) projects to improve placement and/or instruction in chemistry, humanities, mathematics, and writing; (4) the California Students Opportunity and Access Program; and (5) the Curriculum Consultant Project. In addition to these statewide efforts, regional articulation programs and 2 + 2 programs are becoming increasingly common, and most colleges carry out some articulation with local high schools. To promote faculty involvement, academic senates should encourage institutional participation in statewide activities, sponsor meetings of high school/community college faculty within disciplines, arrange faculty workshops, promote faculty exchanges with high schools, and establish mentoring programs. Adequate incentives and support must be provided to compensate faculty for the time expended in these activities. A directory of the articulation projects discussed in the paper and short descriptions of articulation programs at seven California community colleges are appended. (AJL)

ED 299 028 PS 017 545

Connor-Greene, Patricia A.
The Effect of Gender on Adult Perceptions of Infant Behavior.
PUB DATE- 12 Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Individual Characteristics; *Infants; *Sex Bias; *Sex Differences; Sexual Identity; *Student Attitudes

To determine whether gender is a powerful influence on perceived characteristics, a videotape of an infant labeled as either a boy or a girl was shown to 101 male and 89 female college students in introductory psychology classes. After watching the videotape, subjects completed a rating scale assessing the infant's characteristics. When labeled female, the baby was rated as significantly less sturdy (that is, as being softer, more finely featured, smaller, and more delicate) than when labeled male. In addition, female students rated the baby as having a better temperament (as being more relaxed, cuddly, easy going, and cheerful) than did males, regardless of gender label. Results suggested that gender of both infant and rater influenced perceptions, but on different dimensions. (Author/RH)

ED 298 726 EC 210 762

Hedges, Donna M., Comp.; And Others
Employment of the Learning Disabled: An Annotated Bibliography of Resource Materials for Education and Training.
Vancouver Association for Children and Adults with Learning Disabilities (British Columbia).
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
REPORT NO.- ISBN-0-9693284-0-0
PUB DATE- Dec 87
NOTE- 169p.
GRANT- 5058-HX0
AVAILABLE FROM- Vancouver Association for Children and Adults with Learning Disabilities, P.O. Box 12112, 555 W. Hastings, Vancouver, British Columbia, Canada V68 4N6 ($15.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Educational Resources; Education Work Relationship; Employers; *Employment; Employment Opportunities; Foreign Countries; *Job Development; Job Skills; *Learning Disabilities; *Program Development; Teaching Methods; *Training; Transitional Programs; Vocational Education
This selective list of resource materials focuses on education and training for employment of the learning disabled, to be used as a basis for modifying and developing attitudes, programs, materials, and resource libraries. It aims to assist the learning disabled in the transition from school to work, assist employers and employment agencies in the creation of training programs, and provide instructors and counselors with an up-to-date listing of professional tools. Almost 300 items are included, in the following formats: model projects, field studies, videotapes, books, journals, theses, directories, guides, articles, games, and microforms. The items are organized into four sections: a general section, and sections for employers, adults with learning disabilities, and instructors. Each record includes bibliographic information, a brief abstract, and subject headings, as well as information about the item's location at one or more of 25 libraries and resource centers, primarily in British Columbia, Canada. Access to records is facilitated by an index of personal and corporate names, a subject index, and a title index. (JDD)

ED 298 767 FL 017 557

Kharma, N. N.; Hajjaj, Ali H.
Towards a Pragmatic Approach to FLT.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Educational Change; *Educational Objectives; *Educational Strategies; *English (Second Language); Language Styles; *Second Language Instruction; Standard Spoken Usage; Vocabulary Development
A discussion of the worldwide problem of how to approach second language instruction examines insights gained from research and theory and recommends adoption of a pragmatic approach. Five principles underlying language instruction must be considered in this pragmatic approach. First, the most essential function of language is its communicative-humanistic function. Second, language form and function should be presented simultaneously, be guided by communicative grammar, and progressively change in favor of functions until function is predominant in the advanced stages of language learning. Third, no classroom practice or activity leading to the learning of a particular form or function should be prohibited or avoided. Fourth, vocabulary development should be considered essential in any syllabus or teaching situation. Fifth, attention should be paid, particularly at the advanced levels, to language styles used by native speakers in different social situations. (MSE)

ED 298 821 HE 021 707

Voluntary Incentive Early Retirement Programs.
Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Jul 88
NOTE- 9p.
AVAILABLE FROM- Teachers Insurance and Annuity Association, College Retirement Equities Fund Policyholder and Institutional Research, 730 Third Avenue, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; College Faculty; *Early Retirement; Employment Practices; Financial Problems; Higher Education; *Incentives; Insurance; Midlife Transitions; Motivation Techniques; Retirement Benefits; Teacher Retirement; *Volunteers

Arrangements in educational institutions for voluntary early retirement programs are discussed. Retirement at any age can be a profound and stressful lifetime change; and it can also represent a welcome transition into newly satisfying and rewarding opportunities. The focus is on: mandatory retirement (exceptions and the new meaning of "early"); tenured faculty and early retirement (faculty perspectives); current retirement age patterns; general types of early retirement programs; health insurance coverage; defining eligibility (age discrimination requirements); early retirement financial incentives (the defined contribution pension plan, elective section 403(b) tax-deferred annuities, special elections for tax-deferred annuities, section 457 deferred compensation plans, section 457(f) deferred compensation plans, severance pay and hand-shake agreements, and defined benefit plans). The pros and cons of an early retirement program will require careful consideration by the college and by individual faculty and staff. A personal financial assessment is the first step for an individual in evaluating the adequacy of an early retirement incentive plan designed to provide additional retirement income. Employers must encourage financial planning at an early stage. Contains 18 references. (SM)

ED 298 846 HE 021 837

Matier, Michael W.
Factors Influencing Faculty Migration. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 34p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; *Faculty Mobility; Fringe Benefits; Higher Education; Institutional Research; School Holding Power; *Teacher Attitudes; *Teacher Motivation; Teacher Persistence; Teacher Salaries
IDENTIFIERS- *AIR Forum
A review and synthesis of the literature on factors influencing faculty decisions to leave an institution are presented. From this review, Lazarsfeld and Rosenberg's "empirical analysis of action" methodology was selected as the foundation for a survey of 37 Arts and Sciences faculty, for whom the response rate was 51%. Each received a three-part questionnaire concerning ease of movement and perceived desirability of moving, including the individual's propensity to search out other opportunities, the best opportunity to leave in a selected time period, and the degree of enticement a series of factors had on the individual's decision on that opportunity. The study focused on "star" faculty at a major western university during the 1984-85 academic year. The results are considered highly contextualized by the cultural milieu of the institution and its geographic location, and are therefore considered not transferable to other settings. The study is discussed in terms of its methodological, theoretical, and analytical foundations, and suggestions are made on how these elements can be employed in other settings. Contains 15 references. (Author/KM)

ED 298 889 IR 013 274

Dills, Charles R.; Bass, Ronald K.
Instructional Development: Art? Science? or Both?
PUB DATE- 84
NOTE- 7p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business; *Educational Research; *Graduate Study; *Instructional Development; Models; *Professional Recognition; *Scientific Methodology; State of the Art Reviews

This introductory chapter addresses the question of whether the field of instructional development is a science, an art, or some combination of the two. It is suggested that the field is not merely a collection of flow charts, diagrams, and techniques, but a unified whole, to be understood first in terms of its underlying research foundation, conceptual structure, and fundamental tools and models. The implicit existence of a paradigm for the field is suggested, although it is noted that many in the field do not believe that such a paradigm exists. Finally, the current state and future of the field, both as a profession and as a business, are considered. (5 references) (Author/EW)

ED 298 941 IR 013 434

Picton, John O.; And Others
Personal Administrative Computing in Rural Schools.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Age Differences; Computer Oriented Programs; Elementary Secondary Education; *Individual Differences; *Microcomputers; *Rural Schools; *School Administration; School Surveys; Sex Differences; *Use Studies
This report examines: (1) the extent to which rural school administrators personally use microcomputers for administrative tasks; (2) whether such use is determined by differences in sex, age, size of school district, and type of administrative assignment; and (3) the kinds of administrative computer applications that are most prevalent. Subjects surveyed were 700 school administrators (elementary, middle/junior high, and high school principals) and superintendents from rural school districts in Montana, South Dakota, and Texas. Responses were received from 80% of the administrators. The survey data showed that more than half (56%) of the rural administrators did not personally use a microcomputer for administrative tasks, and 43% of the respondents stated that they had had no training in microcomputers. Although sex was not a factor in microcomputer use, age was, with younger administrators more likely to use microcomputers for administrative tasks than their older counterparts. In addition, although there was no relationship between size of school and microcomputer use, microcomputer use can be ranked (from highest to lowest) according to type of administrator: elementary principals (highest), middle/junior high principals, high school principals, and superintendents (lowest). Finally, it was found that administrators tend to use microcomputers for traditional types of administrative tasks rather than for a complete range of public school administrative functions. Four graphs and a copy of the survey instrument are included. (7 references) (EW)

ED 299 013 JC 880 461

Coker, Richard A.; And Others
Institutional Student Retention Progress Report: Gainesville College, 1987-88.
Gainesville Junior Coll., Ga.
PUB DATE- 1 May 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Black Students; Community Colleges; *Developmental Studies Programs; *Program Effectiveness; *School Holding Power; Student Characteristics; Two Year Colleges; Two Year College Students
This report describes Georgia's Gainesville College's (GC's) student retention program, assesses its effectiveness, and highlights recent or anticipated program changes. Part I offers background information on the college and its students and their educational plans and goals. Part II presents retention figures for full-time students, including fall-to-fall retention rates for first-time freshmen by race for fall 1982 through 1986; retention rates for all developmental studies, freshman, and sophomore students for the same period; and multiple-year retention rates by racial and enrollment categories. After part III examines associate degree graduation rates, part IV summarizes findings from reviews of the literature and local studies concerning the causes of attrition. Part V evaluates two programs developed at GC for improving retention, the developmental studies program and the minority advising program. Finally, part VI concludes that: (1) retention rates at Gainesville varied considerably across racial lines and enrollment categories; (2) almost no black students were attracted to GC as regularly admitted, full-time, first-time freshmen; (3) retention rates improved in the sophomore year among all student groups; and (4) retention rates were lower for part-time students than full-time students across enrollment and racial categories. A short annotated bibliography and an appendix with supporting retention rate data tables are also included. (EJV)

ED 299 044 PS 017 565

Fitzgerald, Thomas; Toohey, Edith
Investigation of the School Improvement Process: Operating in Selected Buildings.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Boston, MA, March 12-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Improvement; *Educational Needs; Educational Planning; *Educational Resources; *Educational Responsibility; Elementary Secondary Education; Interviews; *Program Implementation; State Programs
IDENTIFIERS- *New York
Described are characteristics of the school improvement planning and implementation efforts made in the 47 New York State schools that were identified as low-performing in 1985. This report identifies the aspects of the school improvement process which were completed, and offers recommendations concerning appropriate actions for all schools. Data were obtained in interviews that focused on the beginning of the planning, available resources, implementation, roles, and responsibilities. Respondents were school administrators, members of the school improvement team, and school staff. Findings are discussed in terms of uses of resources, planning procedures, and related considerations, such as curriculum, staff development, and problems faced by the school improvement team. Also provided is information about respondents' views of their outstanding accomplishments in improving their schools and their recommendations for future planning. Additional research questions generated by the interview are listed, and additional needs of districts involved in planning work are specified. (RH)

ED 299 059 PS 017 599

Searle, Alison; And Others
Joys and Fears. Set Research Information for Teachers. Number One, Item 11.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Cross Cultural Studies; Cultural Influences; *Emotional Experience; *Ethnicity; *Fear; Foreign Countries; Research Methodology; *Sex Differences; *Young Children
IDENTIFIERS- Australia; *Happiness
Data were obtained from 183 Australia-area children between 5- and 8-years-old who were asked questions about what makes them happy, laugh, frightened, and scared. Children who were selected according to ethnicity, were of Aboriginal, Torres Strait Islander, or European descent. Children were interviewed outside schools, on buses, at church, in parks, at the homes of friends and neighbors, in shopping centers, streets, and at a day care center. Responses were first collated into sex, age, and descent categories, and then into topic-based categories. Ten categories of fears, and nine categories of joys emerged. Children were afraid of bedtime and the dark, imaginary and supernatural creatures, physical harm, certain programs on television, separation from family, practical difficulties, and nothing. Children's happiness resulted from funny actions, celebrations, toys, school, friends, physical activity, television, being with family, food, and money. Cultural trends, age trends, and sex differences are discussed in relation to data, which are presented in 10 tables. Concluding remarks reflect on the research process and indicate the effects of the project on the researchers. (RH)

ED 298 698 EC 210 632

Davis, Pamela S.
A Prevocational Program for Increasing Career Awareness of Sixth and Seventh Grade Emotionally Handicapped Students.
PUB DATE- 88
NOTE- 127p.; Practicum I Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Career Exploration; Curriculum Development; *Emotional Disturbances; Inservice Teacher Education; Junior High Schools; *Prevocational Education; *Special Classes; Student Evaluation; Vocational Evaluation
The practicum report describes a program designed to enhance the prevocational education program offered emotionally handicapped sixth and seventh graders in a self-contained classroom setting. Major project goals included incorporating the prevocational educational skills into the daily curriculum and promoting a team approach. The program involved inservice training, orientation sessions, student assessment, and program development and implementation. Program results included student participation in jobs inside and outside of the classroom, visits by resource persons to the class, a field trip to an employment agency, student vocational assessment, and increased student awareness due to daily emphasis on occupational information and everyday living skills. (DB)

ED 298 713 EC 210 647

Ramirez, Bruce A.; Johnson, Marilyn J.
American Indian Exceptional Children: Improved Practices and Policy.
PUB DATE- 88
NOTE- 14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Culture Fair Tests; Delivery Systems; *Disabilities; Educational Needs; *Educational Policy; *Gifted; Handicap Identification; Intervention; Parent Participation; Referral; Rehabilitation; Research Needs; Student Evaluation; Student Placement

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, provides an overview of educational opportunities for American Indian handicapped and gifted/talented students in the United States. Prevalence data of handicapping conditions among Indian children is presented for public schools, schools under the Bureau of Indian Affairs, and Head Start programs. Data for numbers of American Indian children in programs for the gifted and talented indicates continued underrepresentation while Indian children are overrepresented in learning disabilities classes. The need for fair nondiscriminatory testing and evaluation procedures is stressed in sections on referral and assessment. Also reviewed are activities to increase parent involvement and to increase the number of American Indian special education personnel. Policy advances are identified in the areas of special strengthened state grant participation, preschool and early childhood services, discretionary programs, and vocational rehabilitation. Service delivery and research needs are identified in the areas of children served (both handicapped and gifted and talented); identification, assessment, and placement; parental involvement; personnel; early education; and rehabilitation. (DB)

ED 298 739 EC 210 775

Innocenti, Mark S.; And Others
Preparing for Transition: A Guide for Administrators of Preschool Special Education Programs. Preschool Transition Project.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 48p.; For related documents, see EC 210 774-776.
GRANT- G008401380
AVAILABLE FROM- Outreach and Development Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6845 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Disabilities; Elementary Education; Parent Participation; *Preschool Education; *Transitional Programs

Intended for administrators of preschool special education programs, the manual provides guidelines concerning the administrative processes accompanying transition to the elementary program. These include: (1) procedures for establishing communication and information exchange between the preschool program and the local education agency; (2) parental participation in the transition process using a "Transition Plan" developed by a child's parents and preschool program staff; and (3) follow-up procedures for children after their transition, with an emphasis on pertinent information reaching the classroom teacher. Appendixes include a list of transition projects, a sample transition timeline, examples of teacher summary reports, a child summary form, and sample placement letters. (DB)

ED 298 794 FL 017 598

Lopatin, Arthur D.; And Others
Erasmus Hall High School Bilingual Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 46p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-830-2648
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Chinese; Counseling Services; *English (Second Language); Faculty Development; Federal Programs; French; Haitian Creole; Haitians; High Schools; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Remedial Programs; Science Instruction; Second Language Instruction; Social Studies; Spanish
IDENTIFIERS- Asians; *Content Area Teaching
In its fourth year of Title VII funding, the Erasmus Hall High School Bilingual Program served 144 limited-English-speaking students, most of whom spoke Haitian Creole as their first language. The remaining small percentage spoke Spanish, Chinese, or another Asian language as their native language. The program was targeted at the school's least academically and linguistically prepared students, with its major goal to provide them the instruction in English as a second language (ESL) that they would need to quickly join mainstream instruction. Instruction included six levels of ESL, English literacy classes, native language arts in French or Haitian Creole, bilingually-taught math, science, and social studies, and enrollment in some mainstream subjects. Academic, career, personal, and college counseling, tutoring, extracurricular activities, and staff development activities were also included. Although students' English development compared favorably with citywide standards, the program objective was not met, and the attendance rate objective was met. While native language arts data were not available, the course passing rate was 77 percent. Recommendations for improvement are given. (Author/MSE).

ED 298 808 HE 021 670

Prescott, Barbara L.
The Advanced Placement Program: Student and Teacher Perspectives.
SPONS. AGENCY- Stanford Univ., Calif. School of Education.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); *Advanced Placement Programs; *Advanced Students; High Schools; High School Students; Secondary School Teachers; State Surveys; Student Evaluation of Teacher Performance; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- California; *Study of Stanford and the Schools

Two questionnaires were constructed in 1985 as part of the overall Study of Stanford and the Schools. The survey instruments focused respectively on high school student and teacher opinions of their various Advanced Placement (AP) classroom experiences and their academic expectations for AP students based on these classroom experiences. The questionnaires were distributed to 325 sophomore through senior AP students and 20 AP teachers from three California Bay area high schools. Student and teacher ratings of their AP course experiences are reported, and several relationships between student classroom experiences and academic self-concept are presented. Indications are that students value learning how to learn under the direction of inspiring teachers, no matter what the field of study. Ninety-two percent of the teachers rate AP programs as good or excellent, as well as challenging to students and teachers. Further analysis and results are still to be reported. The study instruments are included. Contains 3 references. (Author/SM)

ED 298 834 HE 021 750

Findings and Recommendations: A Review of Student Financial Aid in California.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Jun 88
NOTE- 23p.; For other publications in this series, see ED 286 396, ED 291 286-287, ED 295 523-524, HE 021 611-612, and HE 021 747-749.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Educational Finance; Educational Opportunities; *Educational Policy; Equal Education; Financial Aid Applicants; Grants; Higher Education; *State Aid; *State Programs; *Student Financial Aid; Tuition
IDENTIFIERS- *California; Eureka Project; Paying For College

This 11th and concluding report in a series on the financing of higher education opportunities in California is an effort to bring together in one place and in summary form the main findings and conclusions of the Eureka Project, which was designed to increase among policymakers knowledge and understanding of the significant role of student financial aid in serving the public interest in California. The 20 findings include the following: major public policies for postsecondary education in California have come to depend for their implementation on the adequacy and effectiveness of the student financial aid system; financing college attendance has, in the 1980s, become much more precarious; the inadequacies of the aid system are causing shifts in the sources of higher education finance that may be affecting the educational process itself; and very few students or parents have the understanding they need of the basic features of the aid system. Nine recommendations addressing the most serious aspects of the problem include: (1) California should take a role by building on the potential of the student financial aid system and balancing policy priorities; (2) the role of loans in the student aid system should be defined as a matter of public policy; (3) California needs to stress the importance of using student financial aid to reduce the disparity between tuition and fees at public and private colleges; (4) the student aid system should provide more flexible alternatives for financing higher education; and (5) the public needs to give the student aid system the priority it deserves. An appendix provides a guide to related documents. (SM)

ED 298 862 HE 021 853

Coleman, Daniel R.; Bolte, John R.
Curricular Impact of College Level Skills Assessments. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; Black Students; *College Curriculum; Communication Skills; Community Colleges; Curriculum Development; Degree Requirements; Degrees (Academic); *Educational Assessment; *Educational Quality; Higher Education; Hispanic Americans; Institutional Research; Mathematics Education; Mathematics Skills; Minority Groups; Outcomes of Education; Required Courses; Speech Instruction; State Colleges; *State Standards; Writing (Composition)
IDENTIFIERS- *AIR Forum; *College Outcomes Assessment; Florida
The quest for excellence in American higher education has been accompanied by the implementation of basic skills requirements and the corresponding assessment programs. Assessment results could provide feedback for curricular improvement, although they are frequently used as indicators of institutional quality. A study is presented that compared curriculum patterns before and after a college level academic skills program, which was intended to address curriculum, was implemented in the Florida State University and Community College Systems. Changes were analyzed in general education requirements (in communication, cultural and mathematical foundations, algebra, social sciences and natural sciences), the distribution requirements completed by graduates, and the degree completion rate for minority students by race. Findings included the following: (1) modifications were made in the general education program to address the communications and mathematical foundation curricular needs; (2) speech became a degree requirement more often and requirements for English composition became more rigid; (3) program completion rates among Blacks decreased by 3% for associate of arts degrees (while national figures remained static) and increased by 1% for baccalaureate degrees (while national figures decreased by .5%; and (4) program completion rates among Hispanics increased by nearly 3% for associate of arts degrees and by 1% for baccalaureate degrees. Contains 9 references. (Author/KM)

ED 298 957 IR 013 452

Laurillard, Diana; Bates, Tony
Users of Videodiscs in Schools. I.E.T. Paper No. 255.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 24 Oct 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Courseware; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Instructional Development; *Instructional Innovation; *Interactive Video; Open Universities; *Programed Instructional Materials; *Videodisks
IDENTIFIERS- Open University (Great Britain)
Based in part on the experience of the British Open University, this brief essay on the use of videodisc technology in the schools begins by describing the features of videodiscs and discussing potential uses of this technology at the elementary and secondary education levels. It is suggested that the availability of good interactive video material will dictate its use in the schools, and it is pointed out that further use of this technology at these levels will require teacher training. Some uses for the technology which exploit its unique characteristics are suggested. (3 references) (EW)

ED 298 986 JC 880 412

Report of the National Sub-Committee to the Interprovincial Standards Program Coordinating Committee on the Interprovincial Computerized Examination Management System=Rapport du Sous-Comite National presente au Comite de Coordination du Programme de Normes Interprovincials sur le systeme de gestion des examens informatises interprovinciaux.

New Brunswick Dept. of Advanced Education and Training, Fredericton. Interprovincial Standards Program Coordinating Committee.

PUB DATE- Oct 87
NOTE- 158p.
LANGUAGE- English; French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Testing; Computer Graphics; Foreign Countries; *Item Banks; Postsecondary Education; Systems Development; Test Construction; *Testing Programs
IDENTIFIERS- *Interprovincial Red Seal Program (Canada)

In January 1985, Employment and Immigration Canada funded a pilot project in New Brunswick for the development and testing of an Interprovincial Computerized Examination Management (ICEM) System. The resulting system is comprised of a dual interprovincial and provincial item bank facility, a software component offering the option of computerized skill testing, and a package for the administration and maintenance of the testing program. The ICEM permits: (1) entry, editing, deletion, and selective retrieval of test items; (2) automatic and manual computer-generation of examinations in various formats; (3) registration of interprovincial examinations in files that provide instant access for updating, eligibility decisions, and statistical reports; (4) correct scoring of hard-copy and on-screen examinations; and (5) creation of a program for performing statistical item and examination analyses. This report outlines the objectives of the ICEM system, its hardware and telecommunications requirements and costs, its advantages and disadvantages, user training, and topics that require further discussion (i.e., system security, size of graphics, and validition of items for inclusion in the bank). The bulk of the report consists of appendixes containing "Interpretation of System Specification System Sheet for Item Banking Project," by Brenda Mulherin; "Field Test of Exams"; "Interprovincial Standards Program Coordinating Committee Policy Statement"; and "Graphics for a Computerized Examination Management System." (EJV)

ED 298 999 JC 880 427

Kelly, J. Grant
Leadership Behavior That Produces a Positive College Climate: Putting Your Energy in the Right Places.
PUB DATE- Jun 88
NOTE- 13p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges, "The Human Dimension" (Saint John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Administrator Role; *College Administration; Community Colleges; *Faculty College Relationship; *Leadership; Motivation; *Organizational Climate; Social Change; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Humber College ON
Community colleges in the United States and Canada share common problems going into the 1990s, including funding constraints, aging personnel, underprepared students, low morale, burnout, collective bargaining, and declining enrollments. Satisfactory resolution of these critical issues and problems depends heavily on effective leadership at all institutional levels. Leadership and perceptions of leadership have a strong influence on organizational climate. At Humber College (Ontario), for example, research showed that the perceptions of leadership expressed by senior administrators, middle management, faculty, and support staff were most greatly affected by variables related to motivation and communication. Findings from the Humber College study and conclusions drawn from other research suggest that if top management wishes to improve faculty effectiveness and the organizational climate, they should work through middle management to effect improvements and concentrate on such motivational factors as using and supporting innovative ideas coming from the ranks, providing support for professional growth, inspiring staff with a sense of purpose, and facilitating cooperation within and across academic departments and work groups. With a positive climate comes enhanced productivity and a greater sense of job satisfaction. (EJV)

ED 299 029

PS 017 546

Casey, M. Beth
A Planning and Problem-Solving Preschool Model: The Methodology of Being a Good Learner.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Models; *Planning; *Preschool Children; *Preschool Curriculum; Preschool Education; *Problem Solving; *Program Effectiveness; Program Evaluation; Quasiexperimental Design
IDENTIFIERS- Multiple Measures Approach; *Thinking Skills
Preschoolers in a model preschool designed to develop children's planning and problem-solving abilities were compared to children in three comparison preschools on measures assessing children's ability to solve problems and plan. Children were also compared on other measures of cognitive ability, including measures of general cognitive functioning, vocabulary IQ, and Piagetian developmental level. All children attended private, suburban, middle-class preschool programs. Findings indicated that children participating in a model preschool designed to develop planning and problem-solving abilities scored significantly higher than children in comparison preschools on measures constructed to assess those abilities. No differences between preschools were found on the other, more diverse measures of cognitive ability. (RH)

ED 298 669 EA 020 368

Sutter, Joel A.; Hopeman, Alan R., Jr.
Equalization Trends in Minnesota Education Finance, 1972 through 1987. A Staff Report to the Minnesota Legislative Commission on Public Education.
Minnesota Legislative Commission on Public Education, St. Paul.
PUB DATE- Sep 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Income; Property Accounting; Public Schools; *School Districts; *Tax Rates
IDENTIFIERS- *Minnesota; *School District Wealth
This report is a study of the degree of equalization of school district revenues and tax rates in Minnesota, with emphasis on changes that have occurred over recent years. The report was prepared by the research staff of the Minnesota Senate and House of Representatives. The study places emphasis on the role of school district property wealth in the education finance system. The methodology and terminology of the study are explained. A recent history of Minnesota education finance is provided. The analysis of the study includes (1) disparities in revenue per pupil; (2) disparities in tax rates; (3) the relationship of revenue to tax rates; (4) the relationship of revenue to property wealth; and (5) the relationship of tax rates to property wealth. A synthesis of the results is provided in the conclusion. Appended are the supporting data regarding the relationship of tax rates to wealth, as well as a formula for computing the bivariate gini coefficient. There are 11 references. (SI)

ED 298 753 EC 210 789

Plowman, Paul D.
The Rise and Demise of Gifted Education in California.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the World Conference on Gifted and Talented Children (7th, Salt Lake City, UT, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; *Educational Change; Educational History; Educational Improvement; Educational Policy; Elementary Secondary Education; *Gifted; *Politics of Education; *Program Development; Public Policy; Special Programs; *State Departments of Education; State Programs; *Talent
IDENTIFIERS- *California
This presentation identifies factors which contributed to the rise of gifted/talented education programs in California from 1960 to 1987, factors contributing to the demise of such programs, and recommendations for improving the California Gifted and Talented Education (GATE) Program. Recent years have brought about a lessening of the program's uniqueness, quality, and substance. Three interrelated factors causing the demise of gifted/talented education in California are: inadequate funding, loss of accountability, and reductions in programming. Actions and attitudes of California State Department of Education personnel have contributed both to the rise and to the demise of gifted/talented programs. The Department's actions impeding leadership of the GATE program include, among others, eclipsing gifted/talented education with priorities given to ethnic minorities, disadvantaged, and handicapped persons, and appointing managers who have little background in gifted/talented education. Many very able and supportive persons in the Department are commended for their contributions to gifted education, including research support, program evaluation, and federal grant administration. There is concern that the program may be terminated, though an independent study and the Sunset Review Advisory Committee III established its need. Strategies for ensuring the program's continuance are outlined. (JDD)

ED 298 782

FL 017 585

Asselle, Maria Grazia; And Others
John Jay High School Project TRIUNFE, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 51p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-830-2799
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Computer Assisted Instruction; *Computer Literacy; Counseling Services; English (Second Language); Federal Programs; Haitians; High Schools; Hispanic Americans; Language Proficiency; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Remedial Programs; Second Language Instruction; Spanish Speaking; Staff Development; Supplementary Education; Vocational Education
IDENTIFIERS- Asians; Project TRIUNFE NY
In its fourth year at John Jay High School (Brooklyn) and funded under Title VII, Project TRIUNFE provided supplementary services to the regular bilingual education program for 290 Hispanic, Haitian, and Asian students of limited English proficiency. The project provided computer literacy training, computer-assisted instruction in English as a second language (ESL) and native languages, and content areas, vocational education, counseling, and job placement, parental involvement activities, and staff development activities. All but one program teacher were certified in their areas of instruction. Funding and resource problems limited the provision of some services. Analysis of student achievement data indicates that program objectives were met in ESL, mathematics, science, social studies, Spanish language development, French language development, attendance, student employment, and staff training. Parental involvement data were not available, but meeting attendance was relatively high. Recommendations for program improvement are given. (MSE)

ED 298 847 HE 021 838

Brown, Marilyn K.
Developing and Implementing a Process for the Review of Nonacademic Units. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrative Organization; Administrator Responsibility; Administrators; *College Administration; College Planning; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Research; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum; Site Visits; University of Maryland College Park

The process of evaluating college academic-support units is described, and the experience of the University of Maryland (College Park) with such a program is discussed. A review of the literature discusses six models: the goal-attainment model, the systems model, the process model, the multiple-constituency approach, the Goodman and Pennings framework of organizational effectiveness, and Seashore's framework for an integrated model of organizational effectiveness. The development of a framework for the review of academic-support units is discussed in relation to the following: purpose of evaluation, level of analysis, constituents to be included, domains of activity to be considered, time frame, type of data utilized, and referents. Thirteen steps in conducting an evaluation are identified, beginning with the formation of a self-study committee and consideration of external reviewers through the development of implementation plans based on the evaluation. Shortcomings and benefits of the review are discussed. The implementation process at the University of Maryland is described, including preliminary results and the role of the institutional research office. Two appendices provide guiding principles for the review of academic-support units and a list of evaluation questions. Contains 32 references. (KM)

ED 298 877 IR 012 343

Senese, Donald J.
Implications for Private Educators of Recent Studies on Education.
PUB DATE- 5 Oct 84
NOTE- 19p.; Paper presented at the Education Institute of the Catholic Diocese of Arlington (Arlington, VA, October 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; *Educational Change; Elementary Secondary Education; *Federal Programs; Private Education; *Public Education

The decline in academic achievements among public school students during the past two decades is discussed and several studies that support the evidence on the lack of educational excellence are cited. It is noted that the results of these studies offer a message about Catholic education, since many of the proposals offered to rectify this problem have already been incorporated into the Catholic school. For example, a study funded by the Department of Education concluded that Catholic schools induce significantly higher achievement from comparable students than do public schools; this was attributed to greater amounts of homework, better student attendance, a superior disciplinary climate, and focus on an academic core curriculum with only a modest range of electives. It is also pointed out that a major strength of the Catholic high school has been its ability to obtain a higher level of academic achievement from students of low socioeconomic backgrounds than public schools. Several changes initiated by the U.S. Department of Education over the past few years to support private education are described, including a full time advisor to the Secretary of Education; monthly meetings with representatives from private schools to exchange views; funding of studies for extensive data collection on students being educated in non-public institutions; recognition of outstanding private schools; grant money for school districts with allocations to private schools; assistance for private schools in building their library collections; including private schools in school-based technology projects; and the support of tuition tax credits. (DJR)

ED 298 890 IR 013 275

Davies, Ivor
Instructional Development: Themata, Archetypes, Paradigms and Models.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Research; Educational Technology; Educational Theories; Efficiency; *Instructional Development; *Instructional Effectiveness; *Models; *Systems Approach
IDENTIFIERS- *Archetypes
This chapter discusses the foundations of instructional development and analyzes the development of various models, paradigms, archetypes, and themata used to describe instructional development. Two key strands in the literature of instructional development--instructional efficiency ("doing the right things") and instructional effectiveness ("doing the things right")--are described. Objective and subjective paradigms are then considered, as well as three archetypes of instructional development: the audiovisual, engineering, and problem-solving archetypes. In conclusion, it is argued that instructional development should be viewed not as a process, but as a set of criteria to which the technologies of the field must contribute. Two figures are included. (30 references) (Author/EW)

ED 298 908 IR 013 293

Newell, John
Advance Organizers: Their Construction and Use in Instructional Development.
PUB DATE- 84
NOTE- 14p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advance Organizers; *Cognitive Structures; *Instructional Development; *Instructional Effectiveness; Learning Strategies; Literature Reviews; *Piagetian Theory; Psychological Studies; Retention (Psychology)
IDENTIFIERS- *Ausubel (David P)
This chapter presents a review of the latest research on advance organizers, and provides instructions for constructing and using them. The theoretical background of the advance organizers research is presented, beginning with the work of Ausubel, and this work is related to the writings of Piaget. An outline of advance organizer research is then given, including the latest studies and controversies over when and how to use advance organizers. Procedures for the construction of advance organizers are discussed and a checklist for determining the effectiveness of an organizer is provided. (19 references) (Author/EW)

ED 298 925

IR 013 310

Platt, William A.; Andrews, Dee H.
Educational Technology in Military Training Applications: A Current Assessment.
PUB DATE- 84
NOTE- 14p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; *Instructional Development; *Military Training; Models; Program Evaluation; *Simulation; Systems Approach; *Training Methods
IDENTIFIERS- *Department of Defense; *Navy

This chapter considers the history of instructional development (ID) in the military, with particular emphasis on the U.S. Navy. The ID process used at the Navy's Instructional Program Development Centers is presented, including the process for simulator development. An in-depth analysis of the problems encountered with educational technology applications in the military focuses on the following: (1) failure to integrate the ID process with the DoD (Department of Defense) budgetary process; (2) failure to fully analyze the task and learning environment; (3) substitution of trivial objectives for more meaningful, but difficult-to-measure, objectives; (4) failure to consider the need for effective motivation; (5) failure to provide a detailed strategy for instruction; (6) failure to identify and resolve evaluation problems; and (7) failure to make full use of the iterative status of instructional development. Future trends in the Naval instructional systems development process are identified, and recommendations are made for changes in the system as well as in the training of instructional development graduate students. One figure is included. (43 references) (Author/EW)

ED 298 973 JC 880 385

Williams, Ronald A.
A State Perspective: Reconciling Institutional Autonomy and Statewide Planning.
PUB DATE- Jul 88
NOTE- 27p.; Paper presented at the League for Innovation in the Community College Conference, "Institutional Effectiveness in the Community College" (Charlotte, NC, July 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Institutional Autonomy; *Long Range Planning; *Organizational Objectives; *State School District Relationship; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Connecticut
Statewide community college planning processes in Connecticut seek to solve the inherent conflict between accountability and institutional autonomy by splitting the responsibility for plan development between state agencies and the colleges. To ensure that the state plan intersected with the college's plans, a three-step process was used: (1) college presidents and deans of academic affairs, student services, administrative services, and continuing education were involved in the development of the systemwide plan which articulated a set of values for the system and established general directions and overall goals; (2) the colleges were given one year to establish campus committees charged with designing appropriate plans of action based on the system plan, strategies for achieving operational goals, and appropriate qualitative and/or quantitative measures of institutional effectiveness; and (3) a biennial review process was instituted to check assumptions and accomplishments and match these with strategic responses. In addition to its focus on maintaining a balance between accountability and autonomy, the planning process also emphasized increased understanding of the external conditions and trends affecting the colleges. A think-tank process was used to systematically test the basic assumptions underpinning the plan against the planners' vision of the future. The result, which integrates both long-range and strategic elements, seeks to align the direction of the community colleges with the state's economic development assumptions, to emphasize minority recruitment and retention, and to forestall financial problems through the creation of alliances with legislators and the improvement of institutional research and data-gathering mechanisms. (AJL)

ED 299 014 JC 880 464

Muzeroll, Terry
Our Graduates: More Than a Product. Class of 1988.
Middlesex Community Coll., Middletown, Conn.
PUB DATE- Sep 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; *College Graduates; Community Colleges; Educational Trends; Grade Point Average; Majors (Students); *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Middlesex Community College CT

A study was conducted at Connecticut's Middlesex Community College (MxCC) to develop a profile of the college's 1988 graduates in terms of program area, age, sex, student status, attendance patterns, and grade point average (GPA). Study findings about the 272 graduates included the following: (1) the number of graduates was higher in 1988 than in the two previous years; (2) 34.2% of the graduates received a degree in General Studies, and 19.5% in Business Administration; (3) 10 programs experienced increases in the number of graduates over the previous year; (4) 68.4% of the graduates were women; (5) 15.1% of the students attended full-time; (6) the average number of semesters attended by the graduates was 7.7, an increase of 12.7% over the previous year's average; (7) more students in the 1988 graduating class had interrupted their studies than in the previous four years; (8) students with degrees in Information Systems, Legal Secretarial, and Business Administration attended an average of 9 or more semesters, while students in General Law Enforcement graduated after an average of 3.6 semesters; (9) the average GPA for all graduates was 3.029, with women achieving higher averages than men; and (10) 46% of the graduates had withdrawn from at least one course, and 10% had received at least one grade of "incomplete." (The data is presented in six tables.) (AJL)

ED 299 045 PS 017 566

Peck, Johanne T.; And Others
Kindergarten Policies: What Is Best for Children?
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-15-3
PUB DATE- 88
NOTE- 100p.; NAEYC Research Monographs of the National Association of Young Children, Volume 2.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC No. 141, $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Educational Practices; *Educational Testing; *Elementary School Curriculum; *Kindergarten; Primary Education; *Scheduling; *School Entrance Age; Test Use; Time Factors (Learning)
IDENTIFIERS- *National Association Educ of Young Children
Prepared especially for decision makers involved in designing appropriate programs for kindergarten children, this research monograph concentrates on four specific issues that have proven difficult in most communities. Chapter 1 explains how kindergarten entry age affects children's school success. Chapter 2 discusses the ability of tests to reliably measure kindergarten children's entry-level skills and progress. Ways in which tests are improperly used are pointed out. Chapter 3 describes the components of an appropriate kindergarten curriculum. Appropriate and inappropriate practices, discipline methods, environments, materials, and activities are contrasted. Chapter 4 discusses time requirements for appropriate programing. Considerations of entry age, testing, curriculum, and length of day draw upon material selected from the knowledge base of the early childhood profession, empirical research, educational theory, and practical experiences in programs across the country. Each chapter includes an extensive reference list and recommendations for educational policy. It is concluded that certification of kindergarten teachers in early childhood education, scheduling choices for parents and teachers, and a flexible curriculum suitable for a wide variety of children will result in kindergartens that are appropriate for the children they serve. A bibliography and list of position statements conclude the work. (RH)

ED 298 684 EC 210 617

Taymans, Juliana M.; And Others
Database Instruction for Special Needs Students: Program Description and Recommendations for Personnel Preparation.
PUB DATE- Jan 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Career Exploration; Computer Literacy; Computer Software; *Computer Uses in Education; *Database Management Systems; Professional Education; Secondary Education; *Summer Programs; Urban Education
The paper reports an inter-agency cooperative project to investigate the use of different instructional data bases to determine which characteristics were most facilitative for the instruction of 14- and 15-year-old urban students with a range of abilities in a summer career exploration program. Special education and rehabilitation professionals (N=20) in a university course learned and taught the three database management software systems (Friendly Filer, Mastertype Filer, and Filing Assistant) using a customized teaching manual developed by project personnel. Files containing career information were developed for each of the software systems. Structured group instruction plus individual assistance resulted in all students being able to perform basic database manipulations, some being able to add information to existing files, and a few able to create their own files and input their own information of interest. Students rated the computer lab as their favorite activity. Recommendations included introducing novices to application programs before more traditional educational programs; having novice computer instructors work as a teaching team; and encouraging individual applications transferable to professional positions. (DB)

ED 298 699 EC 210 633

Ortiz, Alba A., Ed.; Ramirez, Bruce A., Ed.
Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-182-X
PUB DATE- 88
NOTE- 152p.; Papers presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986). For individual papers, see EC 210 634-647.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($17.00, $13.60 members; Stock No. 326).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Asian Americans; Bilingual Education; Black Students; *Cultural Differences; Demography; *Disabilities; *Educational Practices; Elementary Secondary Education; Gifted; Hispanic Americans; *Minority Groups; *Multicultural Education; Prediction; Prevention; Referral; Screening Tests; Special Education Teachers; Student Evaluation

The 14 papers were given at a 1986 Ethnic and Multicultural Symposia and are intended to provide state-of-the-art information on the education of culturally and linguistically diverse exceptional students. Papers have the following titles and authors: "Demography As It Affects Special Education" (James Yates); "A Prereferral Process for Preventing Inappropriate Referrals of Hispanic Students to Special Education" (Alba Ortiz and Shernaz Garcia); "High Risk Predictors and Prereferral Screening for Language Minority Students" (Alejandro Benavides); "Language Assessment of Hispanic Learning Disabled and Speech and Language Handicapped Students: Research in Progress" (Alba Ortiz and Eleoussa Polyzoi); "Understanding School Language Proficiency through the Assessment of Story Construction" (Vicki Jax); "Characteristics of Learning Disabled, Mentally Retarded, and Speech-Language Handicapped Hispanic Students at Initial Evaluation and Reevaluation" (Alba Ortiz and James Yates); "Educational Assessment of the Culturally Diverse and Behavior Disordered Student: An Examination of Critical Effect" (George Sugai); "Finding and Nurturing Potential Giftedness among Black and Hispanic Students" (Donnelly Gregory et al.); "Cultural and Acculturational Commonalities and Diversities Among Asian Americans: Identification and Programming Considerations" (Esther Leung); "Enhancing the Involvement of Black Parents of Adolescents with Handicaps" (LaDelle Olion); "California Bilingual Special Education Model Sites (1984-1986): Programs and Research" (Jana Echevarria-Ratleff and Victoria Graf); "The Need for Community-Based Special Education Programs in the Band-Operated Schools of Manitoba" (Ron Phillips and Ford Cranwell); "What Attracts and Keeps Outstanding Black Special Education Teachers in the Profession" (Ruben Gentry and Shih-sung Wen); "American Indian Exceptional Children: Improved Practices and Policy" (Bruce Ramirez and Marilyn Johnson). (DB)

ED 298 727 EC 210 763

The Disabled Student in Transition: Developing Cooperative State Models To Meet the Transition Needs of Disabled Youth: An Interagency Approach.
Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 16p.
GRANT- 158DH60008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Demonstration Programs; *Disabilities; Educational Planning; *Education Work Relationship; Models; Needs Assessment; Parent Role; *Program Development; Secondary Education; State Departments of Education; *State Programs; *Transitional Programs
IDENTIFIERS- Idaho; Maine; New York; Washington

Many barriers exist in the transition of disabled students from the educational system to postsecondary life. Transition systems have been developed to overcome these barriers, focusing on the needs of the individual, the role of parents, and the role of the state education agency. Several cooperative interagency models have been created by states to meet students' transition needs. The state plans described represent diverse geographic locations, demographics, agency structures, transition concerns, and intervention strategies. Idaho's plan emphasizes identification of the extent of need for transition services; implementation of the interagency transition process; and solutions to barriers encountered when developing pre-employment training, support work options, independent living options, and transition teams. Maine's plan includes in the interagency agreement the specific roles and responsibilities of each agency. New York's plan focuses on early referral to vocational rehabilitation and ongoing sharing of information among special educators, occupational educators, and vocational rehabilitation personnel. Washington's model attempts to unify its fragmented services through a state-level transition plan. (JDD)

ED 298 768 FL 017 560

Master, Peter
Acquiring the English Article System: A Cross-Linguistic Interlanguage Analysis.
PUB DATE- 20 Mar 88
NOTE- 61p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988). Several figures may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Comparative Analysis; *Determiners (Languages); *English (Second Language); German; *Interlanguage; Japanese; Learning Processes; Russian; Second Language Learning; Spanish; *Transfer of Training
A study examined second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages, three with no article system (Chinese, Japanese, and Russian) and two with article systems (Spanish and German). Informal interviews of four speakers of each language at successive levels of interlanguage provided data for a pseudolongitudinal analysis of article usage for each of the five languages represented. The interlanguage level was determined primarily by negation criteria. Findings show that subjects whose first languages contained article systems differed markedly in English article acquisition from those whose first languages did not contain such a system, indicating that English article usage, particularly at the beginning levels, is clearly influenced by the first language. The most dramatic change in article usage appears to occur between the basilang and low mesolang levels for "the" and zero usage. "A" appears to be acquired at a slower and more gradual rate, perhaps reflecting its linkage to the plus-or-minus count system. (Author/MSE)

ED 298 822 HE 021 717

Balmores, Nestor R.
The Use of Field-Based Experience To Train Educational Leaders: An Historical Analysis.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Clinical Experience; Educational Research; Field Experience Programs; *Field Studies; Higher Education; Internship Programs; *On the Job Training; Professional Education; Research Methodology; Student Experience
IDENTIFIERS- Field Observation Technique
The chronology of ideas and events that nurtured the development of field-based experience to train educational leaders is presented. The philosophical and intellectual foundations upon which field experience is based are identified. Field-based experience is a supervised on-the-job learning approach that is conducted in such ways as internships, externships, on-the-job training, and clinical experience. The formal use of field-based programs to train educational leaders, which began in 1933 at the University of Chicago, is widely used as an academic means of complementing classroom training. The early period from 1947 to 1959 is discussed, noting that the two events that triggered the wide acceptance of such programs were the organization of the National Conference of Professors of Educational Administration in 1947 and the role played by the Cooperative Program in Educational Administration in 1950. The second phase of development was the decade of the 1960s, in which universities and colleges seemed ready to fully integrate such programs. In the 1980s, the University Council for Educational Administration Center on Field Relations in Educational Administration Training Programs was established to review the status of field-based programs and describe activities. The value of field-based learning is now readily recognized. Lessons from the past suggest: the support of a professsional association is necessary to promote the development of field-based programs; the joint responsibility of a university and field agency is necessary; comprehensive planning is required; and research on on-going programs must continue. Contains 24 references. (SM)

ED 298 942 IR 013 435

Collis, Betty
Relating North American Experiences with Computer-Related Technology in Education to Developing Countries.
PUB DATE- 7 Apr 88
NOTE- 12p.; Paper presented to the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Cultural Differences; Developed Nations; *Developing Nations; Educational Technology; Intercultural Communication; Research and Development; *Technology Transfer
IDENTIFIERS- *North America
This essay considers several areas of research in computer technology for education in North America and the implications of these areas of focus for the implementation of educational computer technologies in developing nations. The five areas of focus are: (1) curriculum integration, or the general rationale for using computer technology in education; (2) the use of applications software as instructional tools; (3) telecommunications; (4) implementation constraints, including teacher training and their levels of concern; and (5) the influence of contextual variables, or the "environmental press" on the impact of technology (i.e., the interaction of the characteristics of the particular computer-related material itself with those of the teacher, students, and the physical and philosophical organization of the learning environment. A review of the literature suggests that these five areas of research may have transfer value to developing nations. It is concluded that emphasis on computer-related technology as a curriculum-related tool rather than as a vocationally-oriented tool seems generally valid for school environments in developing countries as well as in more developed countries. (23 references) (EW)

ED 298 958 IR 013 453

Bates, A. W.
Media in Distance Education. I.E.T. Paper No. 257.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Nov 86
NOTE- 19p.; Prepared for the International Extension College/Council for Educational Technology.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Costs; *Distance Education; Educational Media; Educational Planning; *Educational Television; Foreign Countries; Higher Education; *Media Selection; Models; *Open Universities; Production Techniques
IDENTIFIERS- British Columbia; Knowledge Network BC
Focusing primarily on educational television, the use of various media in open universities and distance education settings is examined in order to determine whether particular conditions must be met for the successful use of the particular medium or media in collaborative projects. It is noted that there is no logical, step-by-step procedure for deciding on the "best" media configuration, and that a number of factors must be taken into account in making what is, at best, an "intuitive" judgment. Of all of the factors to be considered, it is suggested that access is the most important. Pedagogic issues that should be examined are briefly considered, including the unique characteristics of the medium under consideration (e.g., distributional and presentational characteristics), production styles, what is actually learned from television, professionalism, and quality. Defining the costs of distance education is also considered in some detail. Several organizational issues are examined, and in-house production, partnership with a broadcasting organization, and cooperation between several institutions are considered as possible models of educational media production. The open access model is discussed in the context of British Columbia's Knowledge Network (Canada). (20 references) (EW)

ED 299 060 PS 017 612

Shade, Daniel D.; Watson, J. Allen
Microcomputers in Preschool Environments: Answers to Questions, Theoretical Guidance and Future Directions.
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Early Childhood Education; Educational Innovation; Educational Practices; *Educational Theories; Individual Development; *Microcomputers; *Preschool Children; *Preschool Education
IDENTIFIERS- *Microworlds

Since computers were first introduced into early childhood educational settings, much debate has centered on the issue of appropriateness. This paper takes issue with a number of often cited reasons for not including computers in preschool, and advances a theoretical base for computer use in early childhood. The paper also offers a review of successful computer programs which includes a discussion of directions for software development. The first part of the paper takes up such issues as young children's capacity to learn from computer graphics, effects of computer use on children's social interactions and other activities, and the notion that young children must become programmers to use microcomputers. Next, the paper draws on theories of Piaget, Papert, and Erikson to explore the topics of computers as aids to thinking and tools that enable development, and computers and the instrumental competence model. Finally, the paper argues that learning in early childhood can be enhanced by discovery-oriented child-computer interactions, and advocates use of an expanded microworld format that relieves the child of programming requirements, but retains aspects essential to discovery-based learning. It is concluded that the microcomputer, when coupled with discovery-oriented microworld software, can empower young children's development. About 80 references are cited. (RH)

ED 298 670 EA 020 369

Analysis of School Finances, New York State School Districts, 1986-87.
New York State Education Dept., Albany. Educational Research Services Unit.
PUB DATE- Jun 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditure per Student; Financial Support; Income; Public Schools; *School Districts; *School Support; School Taxes; *State Aid; State Federal Aid; State School District Relationship
IDENTIFIERS- *New York; School District Wealth

This publication provides information concerning New York State's school expenditures, state aid, and local support. Summarized are the finances of major school districts in the school year 1986-87 as well as public school expenditures and state aid since 1963-64. The first section deals with the financing of public education in New York State in the school year 1986-87 and the estimated state aid payments for 1987-88. The second section highlights the relationship between expenditures per pupil and school fiscal capacity by district rank. The third section contains information concerning total pupils, key expenditure categories, school district tax levies, full value and personal incomes (1982-83 to 1986-87). Appended are: (1) pupil units to determine expense per pupil; (2) pupil units to compute district wealth per pupil; and (3) a table of state aid payments compared to total expenditures for public elementary and secondary schools (1940-41 to 1962-63). (SI)

ED 298 714 EC 210 648

Hannah, Elaine P.
Persistent Language/Learning Disability Problems in a College Level Population.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; *Cognitive Ability; *College Students; Comparative Analysis; Educational Diagnosis; Handicap Identification; Higher Education; *Language Skills; *Language Tests; *Learning Disabilities; Oral Language; *Student Evaluation; Written Language
Twenty-two junior-year college students were tested at a college language, speech and hearing clinic. A statistical analysis was performed on their scores on the Woodcock-Johnson Psychoeducational Battery and on oral and written language samples. Results were compared with those of a group of 25 normal college students in their junior year. Results indicated that: (1) the Woodcock-Johnson subtests are able to distinguish the language and cognitive weaknesses of language/learning-disabled subjects; (2) there is a close relationship between cognitive and language functioning; (3) subtest results suggest the need for a great deal more expansion of the cognitive base for language functioning; and (4) this is reinforced by observation of the oral and written language samples of the subjects, where oral surface structure patterns are generally in place, but written language skills still demonstrate weaknesses in ability to expand ideas to the normal level. (JDD)

ED 298 740

EC 210 776

Innocenti, Mark S.
Parent Handbook. Preschool Transition Project.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 106p.; For related documents, see EC 210 774-775.
GRANT- G008401380
AVAILABLE FROM- Outreach and Development Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6845 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Civil Rights; *Disabilities; Legal Responsibility; Parent Attitudes; Parent Education; Parent Materials; Parent School Relationship; *Preschool Education; Testing; *Transitional Programs
The sample parent handbook contains handouts used with a series of four meetings in which parents of preschool handicapped children learn how to be their child's advocate. The first meeting is on Testing and the Individualized Education Program (IEP) and includes: "Evaluation Responsibilities," "Questions You May Want To Ask," "Some Things Parents Should Know about Testing," "Suggestions for the IEP conference," and "Types of Educational Placement." Meeting 2 is on legal rights and the IEP process. Handouts include: "You and One Four Two! Public Law 94-142," "A Checklist for an Individualized Education Plan," "Evaluation, Placement, and Due Process under Public Law 94-142 and Section 504," and "Education" (chapter from "Legal Rights Handbook"). The third meeting features other parents of handicapped children with such handouts as: "Negotiating the System," "Checklist: Parent Teacher Conferences," "Facts about Mainstreaming: Answers for Parents of Children with Handicaps." The final meeting has school district representatives talking about transition with handouts: "Questions Teachers Often Raise about Mainstreaming," "Davis County School District (Utah) Information Sheet," and "Sample Forms from the Weber School District (Utah)." (DB)

ED 298 809 HE 021 671

Brinko, Kathleen T.
Instructional Consultation with Feedback in Higher Education.
SPONS. AGENCY- Northwestern Univ., Evanston, Ill.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Instruction; Consultants; *Consultation Programs; Faculty Development; *Feedback; Higher Education; Interaction; Learning Processes; Reinforcement; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Verbal Communication

The process of instructional consultation with feedback at postsecondary institutions is explored. In the past decade, instructional support to faculty has become a priority in many institutions of higher education. One popular method of helping faculty improve their teaching is through consulting with them about their teaching and feeding back information about their effectiveness in the classroom. Until now, there has been little systematic study of the process, so practitioners have few research-based guidelines for providing effective feedback. In this study, verbal interactions between instructional consultants and their faculty clients were examined. Results show that consultants spent most time listening or silently reviewing information, suggesting and discussing solutions, discussing information about their clients, and giving their opinions and interpretations. Clients spent most time listening or silently reviewing information, talking about themselves, and identifying and discussing problems. Consultants asked more questions than clients, but spent the same amount of time in silence, talking, and making statements. When novice and experienced consultants were compared, no differences were found in the amount of time they spent talking, opining, identifying problems, and suggesting solutions; also no difference was found in the number of questions they asked. Two models of consultation--Prescription and Collaborative--were the most frequently practiced by both novice and experienced consultants. Further research is needed to determine which model of consultation, under what conditions and with which kinds of consultants and clients, is most effective in producing change in instruction. Contains 27 references. (Author/SM)

ED 299 000 JC 880 428

Samuels, Frank
A Focus on Quality and Standards in the Revitalization of the Academic Division at Wayne County Community College.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Academic Standards; Community Colleges; Departments; Educational Improvement; *Educational Quality; Organizational Climate; Participative Decision Making; School Organization; Two Year Colleges
When a new administration came to Michigan's Wayne County Community College (WCCC) in 1985, the college evidenced several characteristics of a failing institution: poor media image, continuing budget deficits, declining enrollments, and probationary accrediation status. To address these problems and the demoralization that had accompanied them, the new administration attempted to reorganize the institution to create a professionally sustaining environment conducive to student learning. To create a psychological climate for change and establish a basis for trust and dialogue, the following actions were taken: (1) the administration met with faculty and staff groups to determine their assessment of the condition of the college; (2) a statement of values was developed to serve as a normative standard and guide for the professional lives of the faculty; (3) participatory structures were developed to involve administrators, faculty, and staff in decision making; (4) district administration was redesigned and strengthened to establish clear lines of authority and accessibility of services; (5) WCCC's mission was redefined to emphasize quality and standards; (6) a strategic planning process was introduced to clarify the challenges facing WCCC and fashion appropriate solutions; (7) a system of program review and evaluation was developed, resulting in the creation of new programs and the deletion of others, the redesign of course offerings, and the establishment of degree standards; and (8) mandatory basic skills testing and course placement was introduced, along with a remedial/developmental program and a range of student support services. As a result of these efforts, WCCC currently enjoys a positive image in the media, enrollment increases of almost 10% over the past two semesters, and a return to full accreditation status. (EJV)

ED 299 030 PS 017 547

Come As You Are: Kindergarten for Nebraska's Children.
Nebraska State Dept. of Education, Lincoln.
PUB DATE- Mar 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Needs; *Kindergarten; Primary Education; *Program Content; *School Readiness
IDENTIFIERS- *Nebraska

The information in this booklet has been developed in response to the many questions and concerns of parents whose children are nearly old enough to enter kindergarten in Nebraska. Questions answered include: What is kindergarten? When may a child enter kindergarten? Are children required to begin school when they turn 5-years-old? What about screening children before kindergarten? What is meant by readiness? Wouldn't many children benefit by waiting until they are 6-years-old to begin kindergarten? Do children who have attended preschool have an advantage in kindergarten? What is developmental kindergarten? How do young children's experiences in kindergarten help them later in school? Do kindergarten experiences help children in subjects like reading, mathematics, and science? What does play have to do with learning? Should reading be taught in the kindergarten? Is the trend toward all-day, alternate day kindergarten harmful to children? (RH)

ED 298 795 FL 017 599

Cabrera, Eulalia; And Others
1987 Bilingual Program for Eleventh and Twelfth Graders. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Bilingual Education.
PUB DATE- 88
NOTE- 33p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- 5001-56-82401
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; *Bilingual Education Programs; Biology; Business Education; *English (Second Language); Evening Programs; French; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; Language Proficiency; Latin American Culture; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Program Evaluation; *Remedial Programs; Science Instruction; Second Language Instruction; Spanish; Spanish Speaking; Summer Programs; Supplementary Education
IDENTIFIERS- *Content Area Teaching; New York (Bronx); New York (Brooklyn); New York (Manhattan); New York (Queens)
In its first year, the 1987 Bilingual Program for Eleventh and Twelfth Graders provided mostly over-age, limited-English-speaking students with an opportunity for more timely graduation through instruction in English as a second language (ESL) and content-area instruction in the summer. Eligibility requirements included limited English proficiency and the inability to schedule required or makeup courses during the academic year. The program operated at 18 high schools in the Bronx, Brooklyn, Manhattan, and Queens. Evening classes were available at one location. Courses included three levels of ESL, bilingually-taught classes in business math, Latin American studies, American history, biology, and general science, and six levels of native language arts in French and Spanish. Most participants were Spanish- or Chinese-speaking, and many were in the ninth and tenth grades. Although no specific objectives were proposed, data show passing rates in all but two courses were over 70%. Recommendations for program improvement include increased recruitment efforts for overage eleventh- and twelfth-graders and for the evening school. (Author/MSE)

ED 298 891 IR 013 276

Hug, William E.; King, James E.
Educational Interpretations of General Systems Theory.
PUB DATE- 84
NOTE- 13p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Curriculum Design; Educational Planning; Educational Research; Horizontal Organization; *Instructional Design; Instructional Development; *Instructional Innovation; *Systems Analysis; Vertical Organization
IDENTIFIERS- *General Systems Theory; *Open and Closed Systems
This chapter discusses General Systems Theory as it applies to education, classrooms, innovations, and instructional design. The principles of equifinality, open and closed systems, the individual as the key system, hierarchical structures, optimization, stability, cooperation, and competition are discussed, and their relationship to instructional design and development are considered. Six figures are provided. (17 references) (Author/EW)

ED 298 909 IR 013 294

Coscarelli, William C.; Stonewater, Jerry K.
Psychological Typologies and the Dynamics of Consultant Relationships.
PUB DATE- 84
NOTE- 15p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Consultants; Decision Making; *Individual Characteristics; *Instructional Development; *Interpersonal Communication; Interprofessional Relationship; *Models
IDENTIFIERS- *Johari Window Model; Jung (Carl G); *Rogers (Carl)
This examination of the communication and interpersonal aspects of the instructional developer/client consulting relationship suggests that communication breakdowns are more than likely due to a misunderstanding of the client's characteristics on the part of the developer. Several models of the consulting relationship are presented, and specific stages of this relationship are considered. The Johari Window model is presented to support the argument that open and honest communication between the client and the consultant increases the probability of the emergence of a creative solution to the problem under consideration. The theories of Gibb and Rogers are used to show how the consultant can establish an open and honest environment which can, in turn, nurture creativity. The writings of Jung and Johnson are considered in relation to the development of an understanding of the decision making process as it relates to the client/consultant relationship. In conclusion, it is suggested that training in the consulting process using the theoretical basis developed above should be part of the graduate training for instructional developers. Six figures are provided. (22 references) (EW)

ED 298 926

IR 013 311

Goldman, Hilton D.
Instructional System Development in the United States Air Force.
PUB DATE- 84
NOTE- 28p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Media; *Instructional Design; *Instructional Development; *Military Air Facilities; *Military Training; Models; Program Evaluation; Systems Approach
IDENTIFIERS- *Air Force; *Instructional Systems Development
This examination of the Air Force instructional development model begins by presenting the history of instructional development in the Air Force and providing reasons for the adoption of the instructional systems development (ISD) process. Each step of the ISD process is explained, and supporting forms and diagrams are provided. The steps considered include system requirement analysis; development of job performance requirements; development of objectives and tests; planning, development and validation of instruction, including selection of instructional methods, media, and materials; and evaluation. Steps and methods peculiar to the military or the Air Force are emphasized, and problems encountered by the Air Force in the implementation of this process are discussed. Four figures and three tables are included. (Author/EW)

ED 298 987 JC 880 413

Summary Profile: Programs to Support Learning Disabled Students in Post-Secondary Occupational Education.
New York State Education Dept., Albany. Bureau of Grants Administration.; State Univ. of New York, Albany. Two Year Coll. Development Center.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Strategies; *Learning Disabilities; *Learning Problems; Program Descriptions; Program Development; Student Characteristics; *Student Needs; Two Year Colleges; *Vocational Education

Drawing from interviews conducted with students and staff at six community colleges in New York, this report offers a profile of college programs for learning disabled students and their clientele. Part I presents the results of interviews conducted with 28 learning disabled students, focusing on general demographics, students' reasons for enrolling, main needs, and the resources they found most useful. Part II contains a profile of learning disabled programs in terms of major objectives, funding sources, the relative importance of particular functions, program evaluation strategies, and most valued resources. After part III outlines the characteristics of successful program participants, part IV presents a model showing the range of program components that can be incorporated to address the needs of learning disabled students. This section includes background information and definitions related to the learning characteristics and needs of these students, identifies appropriate assessment instruments for specific learning problems, and poses key questions in program design. The conceptual model shows the phases of college attendance from a student's point of view, as well as the primary roles and potential components of a program serving the student. Part V presents a series of recommendations for those undertaking similar programs, and part VI offers a summary and conclusions. Appendixes contain additional information to help define learning disabilities and alternative instructional strategies. (AJL)

ED 298 685 EC 210 618

Belz, Helene F.
The GATE Way to Equity.
PUB DATE- 7 Feb 88
NOTE- 10p.; Paper presented at the Annual Conference of the California Association for the Gifted (26th, Santa Clara, CA, February 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Cognitive Processes; Creativity; Cultural Differences; Demography; Educational Psychology; *Gifted; High Schools; Intelligence Quotient; *Minority Groups
IDENTIFIERS- California Mentally Gifted Minors Program
Systematic observations of thousands of high school students in the California Mentally Gifted Minors/Gifted and Talented Education programs identified five principles underlying the development of high level thinking skills in this population: (1) Exceptional performance on any criterion requires mutually reinforcing antecedents, the effects of which cumulate. (2) The more background factors a growing child has that require constant sensing of what is immediately present (such as ghetto living) the lower that child's IQ score is likely to be. (3) Differences in student style predict score profiles on test batteries and are themselves predictable from a set of interacting demographic factors. (4) When mental functions conflict, some will inhibit others, creating cleavages in human potential. (5) For people's minds to function, there must be higher order integration skills to bridge opposing systems. A three-dimensional classification system for adaptive learning is offered which predicts that IQ scores should not correlate highly with measures of creativity. (DB)

ED 298 754 EC 210 790

Kim, Yungho; Wright, Calvin E.
Evaluation of the Effectiveness of the Awareness Program under Assembly Bill 2841/72. Final Project Report.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Aug 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; Change Strategies; Cognitive Restructuring; *Disabilities; Elementary Education; Interpersonal Relationship; Junior High Schools; Middle Schools; Outcomes of Education; Perception; Pilot Projects; Program Development; *Program Evaluation; State Programs; State Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Attitudes Toward Disabled; *California
The Special Education Division of the California State Department of Education funded six pilot programs as part of a state-legislated Awareness Program. The goal of the programs was to make nonhandicapped students in grades K-8 aware of the special problems encountered by disabled persons. This study evaluates the effectiveness of the Awareness Program in terms of its impact on participants. Evaluation activities involved site visits, document review, and review of prior evaluations of individual programs. In addition, statewide evaluation questionnaires and program impact data were collected from 1,513 regular students, 135 teachers, and 73 disabled students. Findings indicated that the Awareness Program met its overall goal in significantly increasing student knowledge about disabled persons. Some of the pilot programs achieved a positive change in student attitude toward disabled persons even though the Program as a whole did not show a significant attitude change. Both students and teachers were well aware of physical barriers faced by disabled persons even before their participation in the Awareness Program. There was some evidence, although not definite, that the Awareness Program promoted student and teacher acceptance of disabled persons and had a positive impact on teacher attitude toward disabled persons. (JDD)

FL

ED 298 783 FL 017 586

Mei, Dolores M.; And Others
Young Diplomats Program: Israeli School-to-School Exchange End-of-Year Report, 1986-87. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- Jan 88
NOTE- 24p.; Prepared by the High School Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Educational Objectives; Federal Programs; Foreign Students; Hebrew; High Schools; *International Educational Exchange; *Program Effectiveness; Program Evaluation; Second Language Instruction; *Student Exchange Programs; Study Abroad
IDENTIFIERS- *Israel
The Young Diplomats Program: Israeli School-to-School Exchange, sponsored by the New York City Board of Education and the United States Information Agency, was an international exchange involving 15 American and 15 Israeli high school students. Students from five specialized New York and five specialized Israeli high schools participated. Americans were matched with Israeli partners specializing in the same curricular area. The program included travel to the host country, living with the partner's family, attending the partner's school, and participation in career and cultural tours and seminars. Stated objectives for American participants included some knowledge of Israel's language and cultural institutions and favorable response by the Israeli student to the four-week introduction to American culture, education, and career opportunities. The program achieved its general goal, but implementation problems kept the program from realizing its full potential. The cooperating Israeli staff should be more aware of the program's objectives, procedures, and requirements, especially relating to visiting students' needs and that students hosting visitors should also visit the other country; and the American schools should help students make up work missed during foreign travel. (MSE)

ED 298 835 HE 021 798

Katz, Joseph; Henry, Mildred
Turning Professors into Teachers: A New Approach to Faculty Development and Student Learning.
SPONS. AGENCY- American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-917221-7
PUB DATE- 88
NOTE- 185p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; *College Faculty; *College Instruction; *Faculty Development; Higher Education; Learning Processes; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Omnibus Personality Inventory
Ways in which faculty and students think and learn are defined and a new concept of undergraduate teaching is presented that involves the continuous interaction of professors and students. The book is the result of two projects conducted by the authors between 1978 and 1987 that involved 15 institutions, including DePauw University, Ohio Wesleyan University, the State University of New York at Stony Brook, the University of California at Berkeley, Northwestern University, the University of Chicago, and Wellesley College. Student interviews, classroom observations, and responses to a learning styles inventory were used to create a model for long-term faculty development designed to increase student learning. Chapters are as follows: (1) Conditions of a New Pedagogy for Undergraduate Learning; (2) An Inquiry-Oriented Approach to Faculty Development and Student Learning; (3) Thinking Styles in the Disciplines and in Student Learning; (4) Promoting Student Learning; (5) Three Professors Report about Observing Their Teaching and Their Students' Learning; (6) Tools for Understanding Students: The Omnibus Personality Inventory; (7) Tools for Understanding Students: The Interview; (8) Interviews about Teaching and Student Learning with a Biologist and a Political Scientist; and (9) Reenvisioning Undergraduate Teaching. This document contains approximately 60 references. (LB)

ED 298 848 HE 021 839

Gosman, Erica J.; Bartram, John W.
Higher Education Funding: The Role of the Institutional Researcher in the Development of Student/Faculty Ratio Guidelines. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Community Colleges; Educational Finance; *Faculty Workload; Financial Support; Higher Education; *Institutional Research; *State Aid; State Colleges; State Universities; *Teacher Student Ratio
IDENTIFIERS- *AIR Forum; *Formula Funding; University of Colorado
The experiences are described of the University of Colorado institutional researcher in serving on a statewide task force charged with revising the student/faculty ratio guidelines that form the basis of the faculty funding formula. Following a description of the task force structure and procedures, the methodology employed in analyzing and developing student/faculty ratio guidelines is presented, including the use of spreadsheets developed on Lotus1-2-3 to the present and analyze Colorado's student and faculty data and compare it with that of other states. Eight models developed to bring Colorado's student/faculty ratios in line with those of other states are described. The role conflicts experienced by an institutional researcher in this situation are also discussed. The impartial role of the institutional researcher was in conflict with the political demands and needs of various sectors of the higher education community, in that different models for developing ratios would allocate funds differently within the state. This role conflict was resolved by presenting data generated by each of the models to the task force. (KM)

ED 298 863 HE 021 854

Cook, Stuart S.
Improving the Quality of Student Ratings of Instruction: A Look at Two Strategies. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Rating Scales; *College Students; Higher Education; Institutional Research; *Rating Scales; *Student Attitudes; *Student Evaluation of Teacher Performance; *Test Format; *Test Results; Training
IDENTIFIERS- *AIR Forum
The effect of rating scale format (behaviorally anchored rating scales (BARS) and Likert) and rater training on leniency and halo in student ratings of instruction was investigated. The subjects (N=269) were students enrolled in required courses at a graduate theological seminary in the southwestern United States. A repeated measures design controlling for teacher and course was used. Findings indicated that: (1) training was effective in reducing leniency and halo in ratings from both instruments; (2) trained raters exhibited less leniency on two rating dimensions when using BARS than when using the Likert scale; and (3) trained raters exhibited less halo when using the Likert than when using the BARS. The findings demonstrate the importance of focusing efforts to improve quality of ratings on the students rather than on the format of the instrument. Contains 24 references. (Author/KM)

ED 298 878 IR 012 344

Senese, Donald J.
Improving the Scientific and Technological Literacy of America's Youth: The National Role.
PUB DATE- 15 Sep 83
NOTE- 20p.; Paper presented to the Aerospace Education Foundation (Washington, DC, September 15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Educational Improvement; Educational Research; *Educational Technology; Elementary Secondary Education; *Federal Aid; *Federal Programs; Government Role; *Labor Force Development; Mathematics Instruction; Science Instruction; Technical Education
As a result of a report from the National Commission on Excellence in Education recognizing the crisis in science, math, and technology training, and the increasing need for skilled manpower critical to economic growth and national defense, the federal government has proposed several bills for educational advancement. The President has signed into law over $1.3 billion for the National Science Foundation including $75 million designated for various educational activities, and has made a budget request for $50 million for relieving math and science teacher shortages. Both the House and Senate have standing bills appropriating money for the provision of accessible, quality instruction in the sciences, foreign languages, computer learning, and the training of technical, engineering and scientific personnel. Acting within current programs, the U.S. Department of Education will be awarding $1.6 million to schools using technology to advance learning in teaching the sciences, reading, and writing; has provided extra funds for current "Lighthouse" schools serving as models for other school systems in using technology; has hosted a conference focusing on research in technology; has established a Center for Technology for research purposes; has focused surveys on computer usage in schools; has awarded contracts focusing on benefits of using technology to teach writing and the sciences; and has used educational television to promote scientific knowledge. (DJR)

ED 298 728 EC 210 764

Hedbring, Charles
Empirical Software Evaluation: A Practical Alternative.
PUB DATE- Dec 87
NOTE- 16p.
AVAILABLE FROM- Hedbring and Associates, Suite 1712 Master Apartments, 310 Riverside Dr., New York, NY 10025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Software; *Courseware; Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Instructional Effectiveness; Media Selection; Microcomputers; Nonprint Media; *Severe Disabilities

The article presents a software evaluation checklist developed by a teaching-research laboratory for severely handicapped students in New York City. In an introductory section, the use of laptop microcomputers in helping handicapped learners acquire, maintain, and generalize functional skills is described as the fifth ingredient of an integrated curriculum approach featuring established conditions of learning, effective principles of teaching, proven rules of instruction, and community-referenced curricula. The 25-item checklist, with accompanying elaborative narrative, addresses the following topics: compatibility, media, backup disk, target population specification, returns policy, longterm cost, empirical software, load speed, introductory credits, attention screens, friendliness, failsafe operation, fault-tolerance, on-line help, flexible content, one-pass introduction, program filters, task versus reward frames, type of reward frames, levels of difficulty, auto-branching, on-line curriculum aids, automatic record-keeping, keyboard control, and alternative input options. Brief appendices present the checklist in abbreviated form and list selected software programs that rate highly on the checklist. (JW)

ED 298 769 FL 017 565

Chandavimol, Malinee
The Placement Test: A Useful or Harmful Tool.
PUB DATE- 12 Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); *Diagnostic Tests; *English (Second Language); Foreign Countries; Higher Education; *Language Tests; Second Language Instruction; *Student Placement; Test Use
IDENTIFIERS- *Chulalongkorn University (Thailand)
Placement tests determine whether a student has mastered certain skills and content for a particular job or course of study and also help to identify students' weaknesses, which can then be targeted for improvement. Placement test objectives should be clearly defined, and design and administration are also crucial. If students are misclassified, the consequences can be severe, including lowered academic achievement. Cut-off points should be used with care. Chulalongkorn University (Thailand) Language Institute offers a basic English course to all first-year students. Because competent students appeared to be wasting their time in this course, the university instituted a placement/exemption test to exempt students meeting established criteria and to group remaining students according to their abilities. About 400 students have been exempted each year. The test has proved a reliable tool for assessment; however, it lacks both an aural and an oral component and therefore is not a completely accurate measure of communicative ability. In addition, some exempted students fail to improve their overall communication skills because their language study was interrupted at the beginning of university study. Despite these drawbacks, the test has eliminated waste and has helped diagnose weaknesses among incoming students. (MSE)

ED 298 823 HE 021 718

The Federal Student Financial Aid Handbook, 1988-1989.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 88
NOTE- 470p.
AVAILABLE FROM- Division of Training and Dissemination, ROB-3, Room 4051, Office of Student Financial Assistance, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC. 20202.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Access to Education; *Educational Finance; *Eligibility; *Federal Aid; Financial Support; Higher Education; Institutional Role; Need Analysis (Student Financial Aid); State Aid; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Guaranteed Student Loan Program; Higher Education Act Title IV; Parent Loans for Undergraduate Students Programs; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

Information for postsecondary institution financial aid administrators on the major federal student financial aid programs authorized under Title IV of the Higher Education Act (HEA) of 1965 and its amendments is provided. Nine chapters cover the following: (1) introduction (office of student financial assistance organization, debt collection and management assistance service organization); (2) general program requirements (student eligibility, overview of financial need, using the federal processing system, institutional eligibility, administrative and fiscal standards, financial aid transcript, refund and repayments, agreements between schools, special institutional circumstances, citizenship status); (3) state grant programs (State Student Incentive Grant program, Robert C. Byrd Honors Scholarship program, Paul Douglas teacher scholarship program, directory of state agency addresses and officials); (4) Pell Grant Program (student eligibility, calculating the Pell Grant, special program considerations, disbursing Pell Grant awards, recalculating Pell Grant awards, overpayments and overawards, reporting expenditures); (5) campus-based programs (institutional responsibilities, funds allocation, student eligibility, need analysis, fiscal operations report and records requirement, administrative cost allowance); (6) Perkins Loan program (eligibility, making and disbursing loans, repayment, deferments, cancellation, loan collection, required promissory note provisions); (7) College Work-Study (CWS) program (developing jobs, paying students, employment during periods of non-enrollment, earnings applied to cost of attendance, use of CWS funds, job location and development programs, community service learning program); (8) Supplemental Educational Opportunity Grant Program (disbursing funds, transferring funds, federal share limitations); and (9) Guaranteed Student Loans, Parent Loans for Undergraduate Students program--PLUS and supplemental loans for students (eligibility, terms of loans, loan application process, payment to student, counseling student, additional requirements and responsibilities of schools). (SM)

ED 298 892 IR 013 277

Braden, Roberts A.
A Place in Space: ID's Universe.
PUB DATE- 84
NOTE- 12p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Faculty Development; *Instructional Development; Learning Theories; *Models; *Organizational Development; *Student Development; *Systems Approach

This chapter examines the relationship between education, educational technology, and instructional development. The Universe of Learning model and the China Syndrome (i.e., the tendency to see oneself, one's activities, or one's interests as being at the center of things) are discussed in relation to student development, faculty development, organizational development, developer development, and context development. These forms of development are also considered in relation to each other, to the cybernetic model, and to education. It is argued that education is not centered around instructional development, as some in the field seem to think, but around student learning, with instructional development as one important component. Seven figures are provided. (20 references) (Author/EW)

ED 298 943 IR 013 436

Hawisher, Gail E.; Fortune, Ron
Research into Word Processing and the Basic Writer.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Freshmen; Higher Education; *Minority Groups; *Sex Differences; *Word Processing; *Writing Evaluation; Writing Instruction; Writing Skills

This paper considers the effect of computer use (word processing) on the compositions written by minority college freshmen in basic writing courses, focusing in particular on differences in composition quality and the kinds of thinking evidenced in the essay, as well as determining whether any differences were gender related. Subjects were 40 Black and Hispanic college basic writers enrolled in first-year special instruction composition classes at two large midwestern universities, one of which requires that all writing courses be taught in a word processing environment.

Students were selected for special instruction because their high school performances suggested a strong potential for success in college despite low standardized test scores. Evaluation of the compositions showed that although both groups improved slightly from pretest to posttest, the quality of writing of neither group improved significantly more than the other, nor were any significant differences found based on gender. Evaluation of thinking skills also showed no significant differences based on use or nonuse of word processing in composition, nor any differences based upon gender. These findings are similar to those found in earlier studies of similar low achieving students. Thus, although it is suggested that the medium used in writing might well make a difference in the writing of some groups of writers, this investigation failed to show such a difference for these first year basic college writers. Three tables and one figure are included. (15 references) (EW)

ED 298 959 IR 013 454

Bates, A. W.
The Open Learning Institute and Knowledge Network. A Proposed Programme for Institutional Research and Evaluation. Summary of Recommendations. I.E.T. Paper No. 259.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Apr 87
NOTE- 103p.; Some pages in the appendixes contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Evaluation; *Distance Education; *Educational Research; Foreign Countries; Higher Education; *Information Networks; *Open Universities; *Program Evaluation; Self Evaluation (Groups); Tutoring
IDENTIFIERS- British Columbia; *Knowledge Network BC; *Open Learning Institute BC
This report makes recommendations for the establishment of an active research and evaluation program for the Open Learning Institute (OLI) and the Knowledge Network (KN) of British Columbia (Canada). It is suggested that the OLI and KN programs develop a framework for evaluating their own performance, that the database be improved to provide information for evaluation and decision-making, and that evaluation procedures be established for course evaluation, project management, student services, KN reception and utilization, and organization and funding. A 21-page Summary of Recommendations and seven appendices, including a listing of OLI staff publications, supplement the text. (EW)

ED 298 974 JC 880 386

Haddon, Susan
The Instructor as College Marketing Representative.
PUB DATE- 30 May 88
NOTE- 19p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Saint John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; Faculty Development; Foreign Countries; *Fund Raising; *Institutional Advancement; *Marketing; Program Descriptions; Program Development; *Student Recruitment; *Teacher Role; Two Year Colleges
IDENTIFIERS- *Southern Alberta Institute of Technology

In response to dwindling enrollments and increasing competition from other postsecondary institutes and private training schools, the Southern Alberta Institute of Technology (SAIT) has developed a marketing plan to take advantage of existing opportunities. SAIT's Marketing Department focuses on developing a strong and unique institutional image and is made up of a marketing manager, projects funding manager, creative supervisor, public affairs supervisor and assistant, and school/community liaison. In addition, a faculty member within each department is designated as marketing representative. These representatives act as liaisons with potential students, employers, and advisory committees; promote SAIT facilities, expertise, and courseware; and encourage donations of equipment, supplies, funds, and scholarships. The development of SAIT's marketing process involved the following steps: (1) the creation of a network of departmental marketing representatives to facilitate communication; (2) the identification of target groups; (3) the identification of activities to be included in the marketing efforts; and (4) the development of marketing strategies for each department. Since the marketing program began, the role of the department representatives has been expanded to include responsibilities for business/industry/government training, school relations, special events, continuing education, and public relations. Although some issues remain to be resolved, positive outcomes of the marketing process have included the expansion of the pool of potential donors, advisory committee members, employers of graduates, and other contacts in the community; broader, more credible exposure in the marketplace; and the generation of revenues. An outline of the responsibilities of marketing representatives and the marketing objectives of SAIT's Business Education Department are appended to the paper. (AJL)

ED 299 015 PS 017 327

Phillips, Shelley
Television's Impact on Children and the Positive Role of Parents.
Selected Papers Number 53.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-04-9
PUB DATE- 86
NOTE- 22p.; Paper based on a talk given at the Mass Media Education National Conference (Hobart, Australia, January 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Development; Comprehension; Emotional Development; Empathy; Foreign Countries; Imagination; *Individual Development; Individual Differences; *Parent Influence; *Programing (Broadcast); Sex Differences; Socialization; *Television Viewing; *Young Children
IDENTIFIERS- *Australia; Developmental Patterns; Television Literacy
Television's impact on children and the positive role of parents in moderating that impact is discussed in terms of: (1) the view that television has a largely negative impact on children; (2) the importance of television literacy; (3) ways in which parents are molding television's impact to their purposes; (4) variation in television's impact according to developmental age; (5) individual variation in children's responses to television; (6) variation in impact according to sex; (7) the impact of television on cognitive and perceptual development; (8) the issue of whether television viewing promotes a need for instant gratification; (9) television's presentation of the world as a mean and scary place; (10) television's promotion of conformity; (11) television as a source of information; and (12) the medium's prosocial impact. Variation in impact according to developmental age is discussed with regard to young children's integration of television sequences and time, the importance of visual presentation and enactment for preschoolers, the extent to which young children understand the motives of television characters, the extent to which television promotes empathy, ways in which children understand reality on television, effects on elementary school children, and the relationship between television and children's imagination and language development. (RH)

ED 299 031 PS 017 549

Hewes, Dorothy W.
Kindergarten Teacher Training in the United States from 1870 to 1920.
PUB DATE- 26 Jul 88
NOTE- 13p.; Paper presented at the Meeting of the International Standing Working Group for the History of Early Childhood Education (5th, Joensuu, Finland, July 26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Apprenticeships; Educational History; *Kindergarten; *Preschool Teachers; *Teacher Education
IDENTIFIERS- Normal Schools
A wide variety of kindergarten teacher training programs existed in America during the 50-year period between 1920 and 1970 after Froebel's system was introduced. The most significant reasons for this variety were the sources of knowledge about the system, the ability of its advocates to read idiomatic German, and the basic personality characteristics of persons who gained leadership. The development from an apprenticeship method to kindergarten training schools and then to incorporation of kindergarten into normal schools designed for the preparation of teachers for all grade levels had its parallel in the rise of compulsory public education. Socioeconomic conditions and changed attitudes toward women were also reflected in the training of kindergarten teachers. Carrying the momentum forward was the exponential increase in the numbers of kindergarten classes and in the popularity that they attained during the half century. Discussion provides a broad overview of American teacher training during the period and descriptions of kindergarten apprenticeship training, kindergarten training schools, and kindergarten in normal schools. (RH)

ED 299 046 PS 017 568

Duveen, Gerard; And Others
The Identification of Resources for the Expression of Social Gender Identities.
PUB DATE- Aug 88
NOTE- 34p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cultural Influences; Educational Anthropology; *Elementary School Students; Ethnography; Foreign Countries; Grade 1; *Grouping (Instructional Purposes); *Instructional Materials; Longitudinal Studies; *Outcomes of Education; Primary Education; *Sex Differences; Social Development; Teacher Role
IDENTIFIERS- *England; Social Marking
Reported are findings from the first phase of a longitudinal study concerning the impact of the first year of school on the development of young children's social gender identities. Ethnographic research in two primary schools in the south of England identified six aspects of settings which can be used to mark gender: social categories, group composition, space, material culture, activities, and behavioral styles. Of the six, grouping, space, and materials are discussed. Longitudinal observations were made in three first-year classes of the schools. Observations conducted over a period of weeks in the second half of the first school term resulted in the recording of target children's activities. At least 10 and no more than 20 observations were recorded for each child. Findings identified the resources for the expression of social gender identities that are available to children as they enter school. The resources marked as masculine and feminine can be mobilized by children who are entering school. (RH)

ED 299 061 PS 017 617

Ward, Annette A.
Views of New Mexico School Personnel Regarding School-Age Child Care. Final Report.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- New Mexico State Dept. of Human Services, Santa Fe.
PUB DATE- 30 Jun 88
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; *Educational Responsibility; Elementary Education; Financial Support; Latchkey Children; *Program Attitudes; Public Schools; *School Age Day Care; *School Counselors; *School Nurses; State Surveys
IDENTIFIERS- *New Mexico; Sponsors

Assessed were the views of New Mexico school board members, school nurses, and elementary school counselors regarding school-age day care. Respondents were 277 board members, 214 nurses, and 96 counselors representing a response rate of 62%, 72% and 74% respectively. All three groups reported that latchkey children were evident in their district or school, and that provision of care for these children was important. Responses regarding the best type of care were mixed. Only school counselors rated public school-based programs as their first choice. Board members and nurses rated school-based programs as their second choice. Although a majority of school board members tended to support State regulation of latchkey programs and State funding of care, their support was somewhat less than that of nurses, and considerably less than that of counselors. Respondents agreed that parents were also responsible for funding after-school programs. Respondents expressed concern that funds intended for academic programs might be diverted to support after-school day care programs in public schools. In addition, respondents expressed concern that schools would be assuming increased parental responsibility if after-school programs were initiated. Appendices provide the survey instruments, related letters, and comments of respondents. (RH)

ED 298 671 EA 020 370

Hossler, Carol-Anne; And Others
The Relationship of Increased Instructional Time to Student Achievement. Policy Bulletin No. 1.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- Mar 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Policy; Elementary Secondary Education; *Extended School Day; *Extended School Year; Homework; Instructional Effectiveness; *Time Factors (Learning); *Time Management

This bulletin reviews selected research on the relationship of increased instructional time to student achievement. Different ways of increasing time are discussed, including lengthening the school year and the school day, reallocating time within the day to allow more time for instruction, improving teachers' management skills, and increasing homework assignments. The research reviewed generally supports the conclusion that increased instructional time has modest beneficial effects on learning. However, the relationship between time and achievement is not strong, and policymakers should not expect large gains to result from increasing the amount of instructional time in the school day or year. The research is also inconclusive on the most effective and practical ways to increase time. Thirty-six references are included. (TE)

ED 298 715 EC 210 649

Shimada, Shoko
Comparison of Structured Modeling and Mother-Child Play Settings on the Development of Pretend Actions in Young Children with Down's Syndrome.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Behavior Development; Comparative Analysis; *Downs Syndrome; Foreign Countries; *Imitation; *Modeling (Psychology); Mothers; *Parent Child Relationship; Play; Preschool Education; *Pretend Play; Toys; Young Children
IDENTIFIERS- Japan

This study examined the functions of structured modeling and mother-child play settings upon the development of pretend actions in young Down Syndrome children. Subjects were 30 pairs of Japanese children, with a developmental age range of 12-35 months, and their mothers. The children were individually administered five phases of premodeling, controlled mother-child play, uncontrolled mother-child play, modeling by the experimenter, and post-modeling, in that order. The materials used were lifelike objects, miniature toys, and ambiguous objects. The study's results show that more children increased their levels of pretend actions and showed the highest level of decentration and/or decontextualization in the modeling setting rather than the mother-child play setting. However, modeling produced a decrease in nonmodeled and modified pretend actions with developmental age, while mother-child play showed an increase in the number of different acts. The difference in the two settings was regarded as merely a discrepancy of control, as it was possible to teach the mother to be a more effective model. The study suggests that controlled and uncontrolled settings are appropriate for the acquisition and facilitation of pretend actions in retarded children. An abstract is provided in Japanese. (JDD)

ED 298 741 EC 210 777

Gillespie, Sara
Science Curriculum Guide: Kendall Demonstration Elementary School. Second Edition.
Gallaudet Univ., Washington, DC. Kendall Demonstration Elementary School.
PUB DATE- 88
NOTE- 574p.; For related documents, see EC 210 778-780.
AVAILABLE FROM- Outreach, Pre-College Programs, KDES 3400, Gallaudet College, Washington, DC 20002 ($17.95).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Classroom Techniques; Elementary Education; *Elementary School Science; *Hearing Impairments; Instructional Materials; Junior High Schools; Knowledge Level; Learning Activities; Science Activities; *Science Curriculum; Scientific Concepts; *Student Educational Objectives
IDENTIFIERS- Kendall Demonstration Elementary School DC

The curriculum guide was developed to serve hearing impaired children at the Kendall Demonstration School elementary/middle school in Washington, D.C. The guide is based on learning objectives which are organized by school year as well as by content area. The instructional plan for each objective and subobjective includes teaching strategies, student activities, and suggested resources in a variety of educational media. The curriculum is organized around seven major concepts: space, time, change, adaptation, variety, interrelationships, and equilibrium. Knowledge objectives are divided into three major content categories (physical science, earth science, and life science) and 10 subcategories (e.g. energy, geology, sound and hearing). In addition, the curriculum develops the following eight skills: observing, communicating, experimenting, formulating and testing hypotheses, classifying, measuring, inferring, and predicting. Student progress is monitored using the curriculum record-keeping forms which include a level and textbook record, a yearly progress chart, and a cumulative progress chart. Among appendixes are a list of suppliers and resources, record-keeping forms, suggestions for teaching special topics, and safety guidelines. (DB)

ED 298 810 HE 021 672

Neumann, Anna
Making Mistakes: Error and Learning in the College Presidency.
Columbia Univ., New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Evaluation; Administrator Role; College Administration; *College Presidents; Higher Education; Learning Processes; Misconceptions; *Self Evaluation (Individuals); *Work Experience
IDENTIFIERS- Error Reports
The self-reported errors of college and university presidents are examined and analyzed from the perspective of organizational learning. Very little is known about how presidents take on their roles, identify and assume their responsibilities, and learn about their workplaces or the difficulties they face and the mistakes they make in doing so. Study methodology consisted of intensive, semi-structured interviews with college and university presidents in a purposive sample of 32 institutions distributed nationally. The four error clusters described by presidents are listed as: errors of omission ("I should have done something"); substantive errors of commission ("what I did was wrong"); process of errors of commission ("how I did it was wrong"); and errors of commission--action errors ("I should have refrained"). A comparative analysis of these error clusters looks at patterns of difference and patterns of similarity. Factors that account for presidential error and the learning that occurs as a result are explained. The four conclusions resulting from this study are as follows: college presidents are prone to err; most presidents see themselves as making their worst errors as novices; the possession of interpretive skills appears to be related to the ability to recognize retrospectively that one has made mistakes; and errors help presidents learn a significant amount about their own relationships with others and about the relationships that bind others in organizations. Three appendices offer statistics on: level of presidential experience at time of error; presidential error by initial presidential strategy; and presidential error by presidential strategy at time of interview. Contains 31 references. Tables are included. (SM)

ED 298 864 HE 021 855

Erwin, T. Dary
The Analysis of Ratings Using Generalizability Theory for Student Outcome Assessment. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Generalizability Theory; Higher Education; Institutional Research; *Interrater Reliability; *Outcomes of Education; *Rating Scales; *Student Evaluation; Test Interpretation
IDENTIFIERS- *AIR Forum; College Outcomes Assessment
Rating scales are a typical method for evaluating a student's performance in outcomes assessment. The analysis of the quality of information from rating scales poses special measurement problems when researchers work with faculty in their development. Generalizability measurement theory offers a set of techniques for estimating errors or unreliability due to a variety of errors. In this study, generalizability calculations were made for two sets of data, one from the arts and one from the sciences. Followup decision studies were calculated to determine the adequacy of the number of raters (interrater reliability) and the number of rating items. The rationale, terminology, and implications of generalizability theory are discussed for institutional researchers. Contains 7 references. (Author/KM)

ED 298 910 IR 013 295

Price, Robert D.
The Initial Client Conference: Implications for Continuing Relationship.
PUB DATE- 84
NOTE- 6p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consultants; *Contracts; Counselor Client Relationship; *Instructional Development; *Interpersonal Communication; *Interprofessional Relationship; Listening Skills; Nonverbal Communication

This chapter considers the factors that can aid the process of interaction between an instructional development consultant and a client. The client-consultant relationship is approached through an analysis of the needs of both the developer and the client that brought them together in the beginning. Ways to build on this beginning are discussed, and the importance of listening skills, non-verbal communication, hidden assumptions and expectancies, danger signals, client reinforcement, and monitoring of the relationship are considered. The importance of an explicit contract between the client and the developer is emphasized, and the contents of such a contract are outlined. One figure is provided. (9 references) (Author/EW)

ED 298 927 IR 013 312

Wallington, Clint
Industry and Instructional Development.
PUB DATE- 84
NOTE- 6p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Futures (of Society); *Instructional Development; *Labor Force Development; Professional Associations; *Training Methods; *Training Objectives
IDENTIFIERS- *American Society for Training and Development; *Association for Educational Communications Tech

This chapter examines the current state of instructional development (ID) in business and industry, emphasizing the differences between ID in industry and in education. The competency studies of both the American Society for Testing and Development (ASTD) and the Association for Educational Communications and Technology (AECT) are considered, and it is suggested that ID in business and industry differs from ID in education in the following ways: (1) business ID varies widely from organization to organization; (2) business ID is central to many organizations and its quality is correspondingly superior; (3) business ID is still quite closely tied to the concept of the subject-matter expert; (4) there must be some sort of specific problem before the business organization will turn from the subject-matter expert to the instructional developers; (5) business ID seems to be more prominent in the technical skills area then in the areas of interpersonal, sales, and personal growth skills; (6) business and industry rely far more heavily on off-the-shelf courses and materials than does education; and (7) the emphasis in business ID is on producing successful instruction, not on developing new models of instructional development. From these observations, a description of the characteristics of business ID is presented, and changes that will be brought about by the involvement of the two professional associations in the field, the AECT and the ASTD, are discussed. (Author/EW)

ED 299 001 JC 880 429

Mende, Richard
The L. D. College Student: Program Proposals.
PUB DATE- 30 May 88
NOTE- 13p.; Paper delivered at the Annual Conference of the Association of Canadian Community Colleges, "The Human Dimension" (St. John, New Brunswick, Canada, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Dyslexia; *Handicap Identification; *Learning Disabilities; Screening Tests; *Special Programs; Student Characteristics; Teaching Methods; Two Year Colleges; Two Year College Students
There are several definitions of "learning disability," all of which involve a description of perceptual processing problems. The classic dyslexic problems are letter and word reversals by people of average or above average intelligence. Other common behaviors that may help instructors to identify dyslexic students include poor reading, inability to reproduce the alphabet, and memory dysfunction. Often, a good indicator of dyslexia is a perceived discrepancy between expected and actual student performance. Many tests are available for diagnosing and understanding learning disabilities, including the Wechsler Adult Intelligence Scale, the Wide Range Achievement Test, and the Malcomesius Specific Language Disability Test. Informal tests can also be devised--merely having students write the alphabet, days of the week, and months of the year can identify most dyslexic students. Though the community colleges in Ontario (Canada) have no legislative mandate to serve special needs students, a significant proportion of the students attending the colleges have learning disabilities. Providing academic modifications, such as taped textbooks and note-taking assistants, or providing remedial assistance by volunteer tutors, are just a few ways to help. More knowledge about learning disabilities and a positive attitude will prove beneficial not only to the dyslexic student, but to teachers as well. A 25-item bibliography and a modified visual/auditory/kinesthetic/tactile (VAKT) spelling lesson are included. (AJL)

ED 298 686 EC 210 619

Goodman, Carol R.
Helping Families Cope.
PUB DATE- Feb 88
NOTE- 14p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (Las Vegas, NV, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; Communication Skills; *Coping; Family Characteristics; *Family Problems; *Learning Disabilities; *Parent Attitudes; Performance Factors; Residential Programs; Siblings; Success; Transitional Programs; Young Adults
The paper presents observations of families having adult members with learning disabilities and describes a residential program to facilitate the transition to independent living of lower functioning learning disabled young adults. The program, called Independence Center, involves placing participants in apartments with roommates and helping them learn how to cook, clean, market, budget, improve social skills, and find and keep a job. Observation of the participant success rate suggested that each individual with an unfavorable outcome had come from a dysfunctional family. A brief review of family systems theory follows. Common family problems observed included detached or very devoted siblings, parental ambivalence, lack of acceptance of the disability, communication difficulties, overprotectiveness, family tendency toward rigidity, and inability to resolve conflicts. More functional families who successfully "let go" of the learning disabled young adult are characterized by such behaviors as teaching independence skills, setting consistent limits, setting reasonable expectations, and demonstrating good communication skills. (DB)

ED 298 700 EC 210 634

Yates, James R.
Demography As It Affects Special Education.
PUB DATE- 88
NOTE- 6p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age; Birth Rate; *Demography; *Disabilities; Dropout Rate; *Educational Trends; Elementary Secondary Education; Eligibility; Ethnic Groups; *Futures (of Society); Socioeconomic Status; *Special Education; *Trend Analysis

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, looks at special education and the changing society in terms of ethnicity, age, socioeconomic status, birth rate, and school completion. Current and emerging demographic characteristics are related to special education policy, organization, training, research, and scholarship. Implications for special education include: differences between emerging demographic characteristics of the country and current demography of special education as a discipline; an expansion of groups eligible for special education services (e.g. children handicapped by sexually transmitted diseases such as acquired immune deficiency syndrome); the possibility of public reaction against increased special services leading to more careful delineation of eligibility; and increased need for educational services by disabled adults. Special educators are encouraged to be aware of demographic trends and prepare to respond to the changing ethnic nature of our society and schools. (DB)

ED 298 755 FL 017 099

Cortina, Rodolfo J.; Roca, Ana
Foreign Language Instruction in Florida: An Assessment of Its Future. A Report from the Profession.
Florida International Univ., Miami. Center for Multilingual and Multicultural Studies.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 86
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; Articulation (Education); Classical Languages; College Admission; Community Colleges; *Educational Assessment; *Educational Planning; Educational Technology; Elementary Secondary Education; Higher Education; Instructional Improvement; Language Enrollment; Language Proficiency; Language Tests; Policy Formation; Public Colleges; Resource Allocation; *Second Language Instruction; Staff Development; State Surveys; *Statewide Planning; Uncommonly Taught Languages
IDENTIFIERS- *Florida
A survey of the status of foreign language instruction in Florida was designed to examine educational needs to support implementation of a state statute requiring two years of language instruction for admission to Florida's nine public universities. Specific project objectives included: (1) recommending the establishment of foreign language proficiency standards for each educational level in order to assess course equivalencies in high schools, community colleges, and universities, to evaluate placement tests for moving students through instruction, and to judge the applicability of instructional technologies; (2) developing policy recommendations for the State Board of Education, Board of Regents, and State Board of Community Colleges; and (3) designing a resource requirement model for foreign language instruction that identifies and generates the basis for allocation of additional staff and instructional equipment and for program development. The report contains: a description of the status of foreign language education in Florida, including information on enrollments, staffing, student-teacher ratios, instructional technology, testing, teaching methods, and faculty development at all levels; reports and recommendations concerning articulation, assessment, staff development, use of instructional technology, classical and less-commonly-taught languages, special category students, and the resource requirement model; and an implementation plan for instructional improvement at all levels. (MSE)

ED 298 784

FL 017 587

Martinez, Ana L.; And Others
James Monroe High School Proyecto Nuevos Horizontes, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 41p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G00-852-5045
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; Computer Software; Courseware; *English (Second Language); Federal Programs; High Schools; *Immigrants; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; Second Language Instruction; *Spanish Speaking
IDENTIFIERS- Content Area Teaching; Projecto Nuevos Horizontes NY
In its second year of Title VII funding, James Monroe High Schools's Proyecto Nuevos Horizontes (Project New Horizons) served 344 limited-English-speaking recent arrivals from Latin America and the Caribbean, in grades 9 through 12. The program has built on the strengths of the high school's extensive computer-assisted instruction (CAI) program, and was designed to develop CAI materials and provide individualized CAI to supplement the bilingual education program in English as a second language (ESL), native language instruction, and content areas. The program succeeded in producing ESL material, but was unable to find appropriate software for native language and content area instruction. Analysis of student achievement data indicates that program objectives were met in ESL, native language development courses and in passing rates in mathematics, science, and social studies, and attendance. Recommendations for program improvement include continued efforts to develop and/or locate software in the content areas and native language instruction, and continued in-service training on how to gradually increase the amount of English used in content-area courses. (MSE)

ED 298 796 FL 017 600

Friedman, Grace Ibanez; And Others
The New York City Staff Development Program for Bilingual/E.S.L. Kindergarten through Ninth-Grade Teachers and Supervisors 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Bilingual Education.
PUB DATE- 88
NOTE- 27p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- 5001-42-78402
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Bilingual Teachers; Classroom Techniques; Educational Policy; Educational Theories; Elementary Secondary Education; *English (Second Language); *Faculty Development; *Inservice Teacher Education; Language Teachers; Limited English Speaking; *Program Effectiveness; Program Evaluation; Public School Teachers; Supervisors; Supervisory Training; *Teacher Workshops
IDENTIFIERS- New York (New York)
In 1986-87, the New York City Staff Development Program for Bilingual/English as a Second Language (ESL) Kindergarten through Ninth-Grade Teachers and Supervisors provided in-service training in bilingual education theory, policy, and practice to about 500 teachers and administrators serving limited-English-proficient (LEP) students in the city's 32 community school districts. Each participant received about 12 hours of training in a series of sessions geared to supervisors and coordinators, experienced teachers, or new teachers. Workshops were offered in different locations. The program evaluation gathered information about participant characteristics, training, and experience. The program met and surpassed its objectives in attendance rates and participant satisfaction. Recommendations for program improvement include follow-up conferences, and specialized training for teachers in other than Spanish bilingual programs. (Author/MSE)

ED 298 836 HE 021 827

Burstyn, Joan N.; Hartman, Mary S.
The Junior Year at Douglass Program in Women's Studies.
Rutgers, The State Univ., New Brunswick, N.J.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 157p.
GRANT- G008302815
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Career Planning; Cooperative Programs; Educational Innovation; Employment Opportunities; Females; Grants; Higher Education; Nontraditional Education; Outreach Programs; *Womens Studies; Workshops
IDENTIFIERS- *College Juniors; FIPSE Project; *Rutgers The State University Douglass College NJ
In 1983, Douglass College and the Women's Studies Program of the Faculty Arts and Sciences at Rutgers University were awarded a 3-year Fund for the Improvement of Postsecondary Education (FIPSE) grant to develop a junior year at Douglass Program in Women's Studies. It allowed students from other four-year colleges to spend their junior year at Douglass taking courses in women's studies and participating in customized career planning workshops. A project overview is followed by information on the background and origins of the project and a project description. The description covers program planning and administration, development of an application packet and brochure, spreading the work about the program and recruitment of students, admission to and enrollment of students in the program, programs for students enrolled at Douglass, and the career development component. The project resulted in (1) career focus materials available for national distribution and (2) a select group of students who attended Douglass for 3 years. Appended are: (I) insights for FIPSE and (II) a series of related documents, including 3 career focus booklets ("Discover Your Career" in Communications, Social Sciences, and Math and Science); a Job Survival Skills Training Manual; the application packet and program brochure; update announcements and flyers; accept and admit letters; an agenda for faculty/staff workshop; a flyer and agenda for proposed regional conference; the schedule for fall 1985 workshop; list of participants in evaluation session; flyers for 1986-87 workshops; an article about the first group of students; and a publicity flyer for career materials. (SA)

ED 298 849 HE 021 840

Miselis, Karen L.
The Organizational Relationship between Planning/Institutional Research and Administrative Information Systems in Higher Education. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Responsibility; Administrator Role; *College Administration; *College Planning; Data Processing; Higher Education; *Information Systems; *Institutional Research; Management Information Systems
IDENTIFIERS- *AIR Forum; University of Pennsylvania
Recent changes are examined in the organization and functions of offices of planning and institutional research and in the relationship between those offices and the offices in charge of administrative information systems or data processing. Recent changes of this type at the University of Pennsylvania are discussed. Its metamorphosis is compared to that of other, selected institutions in order to determine the success of problematic nature of certain changes and in order to analyze certain general trends: (1) planning became a formalized function in institutions of higher education in the early 1970s and has been developing rapidly ever since; (2) planning and institutional research have recently become decentralized in many institutions; (3) planning and institutional research staff have become much more expert in computing and interact to a greater extent with administrative computing units; and (4) university management information units themselves are changing and are concerned more with planning, decision support systems, user interaction and support, and management information systems. (KM)

ED 298 893 IR 013 278

Schwenn, Thomas M.; And Others
Instructional Development: The Social Implications of Technical Interventions.
PUB DATE- 84
NOTE- 12p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Treatment Interaction; *Consultants; *Educational Research; *Formative Evaluation; *Instructional Development; *Research Needs; *Social Influences; State of the Art Reviews; Task Analysis

This chapter considers the social and cultural implications of instructional development, and suggests that the success or failure of a project can best be predicted from improvements in relevant social analysis combined with a competent technical analysis, rather than formal analytic and evaluative analyses alone. Recent developments in the following areas of instructional management are considered: the developer as consultant, identification of the client and the problem, the learner and task analysis, and instructional strategies and evaluation. In summary, it is argued that improvements in the social analysis of instructional development that result in more accurate predictions of success and failure will bring about important changes in the character of professional practice in this field. One table is provided. (54 references) (Author/EW)

ED 298 988 JC 880 414

Alkin, Marvin C.; Freeman, Marie
Highlights of EOPS Programs: 1987-88 Operational Program Reviews.
Education Evaluation Associates, Northridge, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Counseling; *Educationally Disadvantaged; Evaluation Methods; *Outreach Programs; Program Effectiveness; Program Evaluation; Program Improvement; State Surveys; Two Year Colleges
IDENTIFIERS- *California; *Extended Opportunity Programs and Services

Drawing from on-site evaluations of the Extended Opportunity Programs and Services (EOPS) operating at 22 California community colleges in 1987-88, this report assesses the programs with respect to management, outreach and recruitment, instructional development, counseling, transfer and transition, special activities, financial aid, and staff development and training. Chapter 1 describes the process used to evaluate the 22 programs, identifies primary sources of information, and offers a profile of EOPS students in 1984-85 through 1987-88. Chapter 2 presents a survey of the EOPS services, noting exemplary activities. Highlighted findings include the following: (1) all of the programs distributed financial aid, but the amount of the aid, the form in which it was distributed, and the timing of the distributions differed considerably by college; (2) half of the programs were managed by a full-time director or coordinator; (3) all 22 programs were involved in outreach and recruitment efforts in their local service areas; (4) in cases in which the EOPS programs funded a portion of the total costs of the colleges' tutoring services, additional tutoring services beyond the level normally provided to other students were available to EOPS students; and (5) counseling services to facilitate transfer to four-year colleges were provided by most schools. Chapter 3 offers a summary of the recommendations for program improvement resulting from the evaluation. Appendixes provide a list of the programs reviewed in 1987-88, guidelines on operational program review procedures, and statistics on the characteristics and goals of the EOPS student populations in 1984-85 through 1987-88. (EJV)

ED 298 729 EC 210 765

Shelby, Madge E.

A School-Based Therapeutic/Educational Program for Severely Disturbed Latency Aged Children.

PUB DATE- 88
NOTE- 138p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; *Agency Cooperation; Behavior Change; Cooperative Planning; *Delivery Systems; Diagnostic Teaching; Educational Cooperation; *Emotional Disturbances; Group Therapy; Individualized Education Programs; Intermediate Grades; Mental Health Programs; *Multiple Disabilities; Outreach Programs; Program Effectiveness; *Psychoeducational Methods

Through joint efforts of mental health and education professionals, a school-based therapeutic/educational program for seriously emotionally disturbed children, some of whom had additional identified disabilities such as mental retardation, was initiated with 15 students (ages 8-13). The educational component of the program was based on an individualized education program (IEP) for each student, while the therapeutic component consisted primarily of group therapy treatment focusing on social skills, insight groups, and expressive activities. A parent advocacy group was formed, and community awareness activities planned and executed. Posttest evaluations following 6 months of program operation indicated that 12 of the 15 students met the target academic goal of increasing their academic achievement levels by 6 months. Improvement in levels of behavioral functioning based on identified social/emotional objectives showed similar improvement for 12 of the 15 students. Among conclusions drawn from the initial program effort were (1) that the primary population for a latency aged program of this type is single-diagnosed seriously emotionally disturbed students rather than those with multiple disabilities, and (2) that better definition of the role of the mental health worker in the classroom was needed. (JW)

ED 298 770 FL 017 566

Brouillet, Frank B.; And Others
Foreign Study-Travel: A Handbook Dealing with a Variety of Questions, Concerns, and Information Involving Foreign Study/Travel in School Situations.
PUB DATE- Nov 83
NOTE- 32p.; Appendix C may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Foreign Countries; *Foreign Students; Information Sources; *International Educational Exchange; Records (Forms); Reference Materials; *Student Exchange Programs; *Study Abroad; Testing; *Travel
IDENTIFIERS- *Washington
This handbook addresses the most frequently asked questions about international travel and exchange and gives suggestions to help parents, students, and school personnel avoid some of the problems arising from exchange activity. Chapters include information about: criteria for evaluating and selecting foreign travel and study programs; administrative considerations relating to foreign students in United States secondary schools, including information specifically applicable in Washington State; selected problem areas including language proficiency, the granting and honoring of diplomas, rating foreign student exchange sponsoring organizations, and sending students abroad; problem prevention in student exchange situations; and sources of information and assistance. Appended materials include general information on language tests and testing, United States International Communication Agency criteria for sponsors of programs bringing teenage visitors to the United States, and a copy of the U.S. Immigration and Naturalization Service Certificate of Eligibility for Non-Immigrant Student Status for academic and language students. (MSE)

ED 298 879 IR 012 345

Senese, Donald J.
Instructional Technology: Realizing the Potential.
PUB DATE- 13 Jul 84
NOTE- 8p.; Paper presented at a Seminar of the Association for Educational Communications and Technology (Logan, UT, July 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Demonstration Programs; *Educational Improvement; Educational Research; *Educational Technology; Elementary Secondary Education; *Federal Aid; *Federal Programs; Government Role; Higher Education; Information Networks; Program Implementation; Technological Advancement; Validated Programs
IDENTIFIERS- National Diffusion Network
The advent of the Information Age brings the means and tools to improve education through the use of technology. In order to assist educators in kindergarten through grade 12 and in higher education with the development of technological programs, the federal government has made the implementation of technology a primary initiative. There will be a continuation of grants and loans to students preparing themselves for employment in technological fields and the provision of grants for innovative projects in higher education using technology. Other programs that have been implemented include a multi-year effort to collect data on computer use and computer literacy in elementary and secondary education; the sponsoring of a conference focusing on research needs of computers; awarding more than $1.5 million to 12 school-based technology demonstration sites to provide examples for the utilization of technology; and the establishment of the National Diffusion Network (NDN), which identifies exemplary programs and assists school districts in the adoption and implementation of successful programs. The NDN has identified 10 schools to serve as models using technology in education and will provide funds to assist other educators in the replication of these models. (DJR)

ED 298 960 IR 013 455

Bates, A. W.
Report on Visit to Athabasca University and Access-Alberta. I.E.T. Paper No. 260.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Instruction; *Distance Education; Foreign Countries; *Open Universities; Research and Development; *Telecommunications; *Telecourses; Telephone Instruction; Textbooks
IDENTIFIERS- *Athabasca University AB
This brief report on a visit to Athabasca University, a distance education institution in Alberta (Canada), and ACCESS-Alberta, an educational communications system, indicates the numbers and types of courses offered by the University, and describes the types of media used in the program. These types of media include: print-based, telephone tutoring and teleconferencing, television, radio, audiocassettes, and computer-assisted instruction. Persons involved in course design and services offered by the Academic Computing Services are also indicated, as well as research and development activities at the new Centre for Distance Education. Finally, the ACCESS-Alberta educational communications system is briefly described. An appendix contains the schedule followed during the visit. (EW)

ED 298 975 JC 880 388

Lyons, Christopher; And Others
Maine Vocational-Technical Institute System Annual Report 1985-1986. 40th Anniversary 1946-1986.
Maine Vocational-Technical Inst. System, Augusta.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; College Programs; *Educational History; Educational Legislation; *Educational Trends; *Enrollment; Governance; *Institutional Characteristics; Job Placement; State Legislation; Technical Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Maine

In commemoration of the 40th anniversary of the Maine Vocational-Technical Institute System (MVTIS), the 1985-86 systemwide annual report offers a history of the vocational-technical institutes, as well as profiles of each college. Following a statement by MVTIS Board Chairman Fred Kahrl regarding the image and role of the institutes in economic development, a historical overview of the system is presented. This section traces the growth of the Maine Vocational-Technical Institute (VTI) from its establishment in 1946 through the early 1960s, highlights the creation of six technical education centers during the 1960s and 1970s, and looks at some of the features of the resulting network. Next, the report reviews the provisions of Public Law 1985, Chapter 695, "An Act to Establish the Maine Vocational-Technical System" and subsequent legislation, focusing on governance, the MVTIS's role in economic development, and the creation of the Bureau of Vocational-Technical Institutes, the Department of Postsecondary Vocational-Technical Education, and the Board of Trustees of the Maine Vocational-Technical Institutes. Next, profiles of Southern Maine VTI, Northern Maine VTI, Central Maine VTI, Eastern Maine VTI, Washington County VTI, and Kennebec Valley VTI are presented, including information on programs, enrollments, program graduates and placements, special needs programs, job placement rates, and non-traditional student enrollments. Finally, the future of the system is discussed. A consolidated statement of revenues, expenses, and changes in fund balance for 1985-86, a list of board members, and a directory of MVTIS campuses are attached. (EJV)

ED 299 016 PS 017 421

Zinsser, Caroline; Andrews, Betsy
One Hundred Working Women: Balancing Employment and Child Care.
Center for Public Advocacy Research, New York, NY.
SPONS. AGENCY- New York State Dept. of Social Services, Albany.
PUB DATE- 88
NOTE- 71p.
AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West 37 Street, New York, NY 10018 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; *Employed Parents; Extended Family; Family Day Care; *Fees; Minority Groups; *Mothers; School Age Day Care; *Wages
IDENTIFIERS- *Day Care Selection; New York (Manhattan); Subsidized Child Care Services

This report studied the employment and child care arrangements of 100 women who worked at a municipal hospital in Manhattan. Eighty-three women in the study were minorities, one-half were single mothers and three-quarters had low paying entry level jobs. Most of the mothers worked full-time, full-year, and during regular daytime hours. The study was conducted through questionnaires administered individually in a conferernce room at the work place. In addition to data on employment and child care arrangements, longitudinal data for each year of the youngest child's lifespan was gathered. Results indicate that the majority of women had been working before the birth of their youngest child, and that they returned to work when the child was very young. Half of the women earned less than $514 per week, the average wage in New York City. Group care for infants and toddlers was not a common choice, although limited subsidized child care and early childhood education were frequently selected for 3- and 4-year-olds. Wages and child care fees were also studied. Women earning lower wages paid less for child care than did women with higher earnings. Child care expenses were relatively high for low-earning mothers even with the use of subsidized child care. A list of 7 references and an appendix conclude the report. (RJC)

ED 299 032 PS 017 550

Sugar, Judith
Day Care Research: What Is the Treatment?
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Day Care; Early Childhood Education; *Family Influence; *Individual Development; *Research Design; *Research Problems; *Systems Approach
IDENTIFIERS- *Interdependence

The purposes of this paper are to consider how the prototypical research design of day care studies may unjustifiably emphasize day care as the effective factor or "treatment" in children's development, and to describe processes by which the family or some interaction between the family and day care may also affect preschoolers' development. The paper points out five alternative processes, in addition to the direct effect of day care, by which day care and the family may affect preschoolers. After an exploration of problems in the design of most day care studies, discussion focuses on: (1) day care as treatment; (2) the family as treatment; and (3) the combination of day care and family as treatment. The family may be the effective or variable in day care studies. Nonparental care, alternatively, may affect children indirectly, through its effects on parents. Day care could mediate the effects of the family on a child's development. Day care may have an effect on the child which, in turn, affects the parent-child relationship. Finally, families may affect their children in such a way as to influence the relationship between their children and day care. It is concluded that researchers may easily emphasize the direct effects of day care on the child, while overlooking other important sources of influence that may be independent or that may interact with day care. (RH)

ED 299 047 PS 017 569

Lyman, Lawrence; Foyle, Harvey C.
Cooperative Learning: Does It Work for Teachers of Young Children?
PUB DATE- 24 Sep 88
NOTE- 16p.; Paper presented at the Annual Conference of the Kansas Association or the Education of Young Children (Manhattan, KS, September 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; Early Childhood Education; *Educational Practices; *Grouping (Instructional Purposes); Guidelines; Learning Activities; *Outcomes of Education; Teacher Role; Teaching Methods
Cooperative learning, one of the most thoroughly researched strategies available to educators, promotes increased academic achievement and is relatively easy to implement at reasonable cost. Outcomes of cooperative learning include improved student behavior, better attendance, increased student motivation, encouragement of group processes and positive social and academic interaction among students, and rewards for successful group participation. After initial discussion of aspects of the learning strategy, this paper lists 10 steps in implementing cooperative learning activities. Concluding remarks point out that early childhood educators can use many of the strategies and activities they currently use to encourage cooperation and student interaction. Descriptions of four sample cooperative activities for young children are included in the paper. (RH)

ED 299 062 RC 016 642

Rogers, Robert G.; And Others
Is School District Reorganization Necessary? A Study of 34 Small Illinois School Districts.
PUB DATE- Jan 86
NOTE- 68p.; First two pages of Appendix C are poorly reproduced. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *High Schools; Rural Schools; *School District Reorganization; *School District Size; *School Effectiveness; *Small Schools; State Boards of Education; State School District Relationship; Statewide Planning
IDENTIFIERS- *Illinois

This paper contests a 1985 report by the Illinois State Board of Education, which asserted that small schools are inferior and inefficient, that student achievement is significantly related to school size, and that a high school enrollment of 500-1200 students is necessary for a broad choice of academic courses and extracurricular activities. It is maintained that such a view overlooks the strengths of small schools and the deficiencies of large ones, and ignores the impact that proposed school closings have on rural communities. A survey of 34 Illinois high schools with enrollments under 500 showed that they had course offerings far exceeding state mandates and were not inefficient when judged by per capita tuition costs and operating expenses. Their students: (1) performed adequately on standardized tests; (2) had ACT scores higher than the national average; (3) had dropout rates significantly lower than the state average; (4) were capable of completing post high school programs of vocational training and higher education; and (5) had a high rate of participation in extracurricular activities. Clear standards should be set for the evaluation of school districts. Such standards should allow districts that meet state requirements to exercise local control over organizational patterns and size. The state aid formula should focus on providing adequate funding for education, not on encouraging consolidation. Eleven statistical tables and graphs are provided, and appendixes include discussions of scores on the ACT and the Iowa Test of Basic Skills, and brief synopses of 18 related studies. (SV)

ED 298 672

EA 020 371

Public Elementary and Secondary School Membership, Graduates and Staff, by State, 1987-88. Preliminary Tabulations. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-005
PUB DATE- Sep 88
NOTE- 9p.; Data Series: DR-CCD-87/88-5.1P.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment Rate; Government Publications; Graduates; National Surveys; Preschool Education; *Public Schools; *School Personnel; *School Statistics; School Surveys; Tables (Data); *Teachers; Teacher Student Ratio

This report presents preliminary data on public elementary and secondary school membership, graduates, and staff for the 1987-88 school year. It includes student counts, graduates, instructional and support staff (reported in full-time equivalents), and student-teacher ratios. Data from 42 states and the survey form are included. (SI)

ED 298 742 EC 210 778

Social Studies: Kendall Demonstration Elementary School Curriculum Guide Series. Second Edition.
Gallaudet Univ., Washington, DC. Kendall Demonstration Elementary School.
PUB DATE- 86
NOTE- 285p.; For related documents, see EC 210 777-780.
AVAILABLE FROM- Outreach, Pre-College Programs, KDES 3400, Gallaudet College, Washington, DC 20002 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; Cognitive Development; Content Area Reading; Cultural Differences; *Curriculum; Elementary Education; *Hearing Impairments; History; *Instructional Design; Junior High Schools; Map Skills; Problem Solving; *Social Studies; Values
IDENTIFIERS- Kendall Demonstration Elementary School DC

The curriculum guide in social studies was developed to serve hearing impaired children at the Kendall Demonstration School elementary/middle school in Washington, D.C. An introductory section provides the curriculum rationale with discussion of the development of conceptual knowledge, of empathy and perspective, and of information gathering and communication skills. The section on how to use the guide provides an overview of the curriculum guide components and suggestions for planning, implementing, and recording student progress. The next section, on scope and sequence, lists the yearly terminal objectives organized according to 15 goal areas: citizenship, economics, cultural diversity, natural environment, history, social development, map skills, charts and graphs, time related skills, cognitive skills, problem solving skills, participatory skills, reading and writing, gathering and organizing information, and values. The next section presents the nine yearly levels of instruction, each including level overviews describing the themes, concepts, and main ideas of each level; student progress checklists listing knowledge, skills and values objectives for that level; and unit themes which serve as resources from which to develop instructional units. Appendixes list the major concepts, provide a glossary, and give sample student progress summary charts. (DB)

ED 298 865 HE 021 856

Griffith, Susan R.
Using the Results of a State-Mandated Student Outcomes Assessment Test to Reevaluate Curriculum and Policies: A Case Study. AIR 1988 Annual Forum Paper.
PUB DATE- May 88
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Educational Assessment; Educational Policy; Educational Quality; Higher Education; Institutional Research; *Outcomes of Education; *Preservice Teacher Education; Standardized Tests; *State Standards; *Student Evaluation; *Teacher Certification; Teacher Qualifications; Test Results
IDENTIFIERS- *AIR Forum; College Outcomes Assessment; Southwest Texas State University; Texas
A state-mandated outcomes assessment test for certification of teachers has been administered in Texas since 1986. At Southwest Texas State University, which produces the most certified teachers in the state, the assessment showed that its students were not also among the best. In response to this situation, a presidential committee conducted research to identify the variables contributing to this poor performance. The data analysis and variables identified led to the following recommendations to the president: increased emphasis on delivering quality undergraduate education by setting the tone and establishing broad institutional goals; improve recordkeeping on student performance to facilitate future studies; encourage the development of program evaluation tools based on student performance; strengthen transfer admission requirements; modify grade point average calculations to include all hours attempted, not just the grade on the last repeat of a course; alter the policy on course withdrawals; and encourage academic departments to monitor grading practices to minimize grade inflation. Progress on implementing these recommendations is also reported. Contains 31 references. (Author/KM)

ED 298 944 IR 013 437

Baggett, Patricia
The Role of Practice in Videodisc-Based Procedural Instructions.
Michigan Univ., Ann Arbor. School of Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- May 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Analysis of Variance; *College Students; *Drills (Practice); Higher Education; Hypothesis Testing; *Interactive Video; Intermode Differences; *Memory; *Multimedia Instruction; Psychological Studies; *Sex Differences; Videodisks; Videotape Recordings

This report describes a procedure for developing multimedia instructions that are "optimized" according to certain criteria, and in particular, compares the effect on performance in building from memory using: (1) interactive videodisc-based assembly instructions or (2) passive videotape instructions. It was found that the group permitted to "build" during interactive training never performed better than the group not permitted to build (on structure or efficiency), and sometimes performed significantly worse. An explanation for these findings is offered using a framework for multimedia concepts in memory: when practice is mixed with simultaneous audiovisual instruction, the motoric elements created by practice do not become an integrated part of the concept of building the object formed from the audiovisual information. Instead, motoric elements remain "outside" the concept. Motoric elements can be integrated into the visual and linguistic concept only with more extensive practice, or when practice and audiovisual instruction are presented sequentially and not simultaneously. One figure and seven tables are provided. (4 bibliographic notes and 12 references) (Author/EW)

ED 298 701 EC 210 635

Ortiz, Alba A.; Garcia, Shernaz B.
A Prereferral Process for Preventing Inappropriate Referrals of Hispanic Students to Special Education.
PUB DATE- 88
NOTE- 14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Ethnic Groups; *Handicap Identification; *Hispanic Americans; Learning Problems; Multicultural Education; Prevention; *Referral; *Student Evaluation
IDENTIFIERS- *Prereferrals
The paper, originally given at a 1986 Ethnic and Multicultural Symposium, sets forth a process to minimize inappropriate referrals of Hispanic students to special education. The prereferral procedure attempts to identify the sources of a student's learning problem and improve performance through determining student needs through consideration of seven sequential questions: (1) Is the student experiencing academic difficulty? (2) Is the curriculum known to be effective for Hispanic students? (3) Is there evidence that the child did not learn what was taught? (4) Is there evidence of systematic efforts to identify the source of difficulty and take corrective action? (5) Do student difficulties persist? (6) Have other programming alternatives been tried? (7) Do difficulties continue in spite of alternatives? Through careful consideration of teacher, student, curriculum and instruction, related factors, and alternative programs, educators can determine that cultural, linguistic, and other student characteristics have been accommodated prior to recommending referral to special education. (DB)

ED 298 716 EC 210 650

Shimizu, Naoji
Sign Language Training for Children with Developmental Retardation in Speech.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
PUB DATE- 88
NOTE- 7p.; Paper presented at the Annual Asian Conference on Mental Retardation (8th, Singapore, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Acceleration (Education); Autism; Behavior Change; Case Studies; Foreign Countries; Interaction; *Language Acquisition; Nouns; Preschool Education; *Sign Language; *Skill Development; *Speech Handicaps; Speech Skills; Spontaneous Behavior; Student Reaction; Teacher Student Relationship; *Teaching Methods; Time Factors (Learning); Training; *Verbal Development
IDENTIFIERS- Japan; Mand Model Procedure

This study investigated the effectiveness of a natural environment language training procedure that combined the mand-model procedure and the time delay procedure for the acquisition of noun signs and for the spontaneous use of the signs acquired. One autistic boy, aged 5 years, 4 months with no verbal imitation skills and few movement imitation skills, was taught to shape 16 imitation skills and few movement imitation skills, was taught to shape 16 noun signs by using a simultaneous communication method. The study's results indicate the following changes as training progressed: the child's spontaneous behavior increased, while responses to the teacher's mands decreased. The rate of various response modes changed, with the rate of response with sign alone being high at the beginning of the training and finger-pointing with vocalization being high near the end of the training. The rate of the child's correct signs increased. Interaction patterns between the child and the teacher shifted toward increasing give and take behaviors. The child learned to imitate orally all the Japanese vowels, some diphthongs, and some three-connected vowels. In conclusion, the teaching strategies used showed considerable promise for the acquisition and acceleration of the spontaneous use of noun signs acquired. An abstract is provided in Japanese. (JDD)

ED 298 911 IR 013 296

Rutt, David P.
Consultation in Instructional Development: A First Look.
PUB DATE- 84
NOTE- 17p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Environment; *Instructional Development; *Leadership Styles; *Models; Participative Decision Making; Surveys
Based on a survey of 83 instructional developers, this chapter considers whether the instructional developer/client relationship is a consulting relationship and, if so, whether consultants employ a specific consulting model. Four models of consultation are considered--the Product Model, the Prescription Model, the Collaborative/Process Model, and the Affiliative Model--and the phases and the task environment of the consulting process are detailed. The survey results showed that developers preferred the Collaborative/Process Model of consulting; however, a more systematic perspective of the consulting relationship based on leadership models is also presented. This model addresses the human and situational contingencies that affect the developer's decision to use a certain style or role with a client. Three tables are provided. (55 references) (Author/EW)

ED 298 928 IR 013 313

Turner, Philip Michael
ID and the LMS: Past, Present, Future.
PUB DATE- 84
NOTE- 11p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Elementary Secondary Education; Factor Analysis; Higher Education; *Instructional Development; Library Education; *Media Specialists; *Models; *Resource Staff; School Libraries
This chapter examines the role that instructional development (ID) can, does, and should play in the public school library program, particularly the ID activities that can be undertaken by the school library media specialist (LMS). The LMS literature is examined to determine the extent to which ID activities are considered, and a factor analysis study is performed to identify the ID activities undertaken by media specialists. An ID diffusion model is presented that is designed to increase the ID activities appropriate for the LMS to perform, and those activities that are not considered appropriate for the LMS to perform are indicated. Recommendations are made for changing the LMS training program, increasing the ID training received by LMS students, and facilitating ID interaction between teachers and media specialists. The text is supplemented by four figures and three tables. (36 references) (Author/EW)

ED 299 002 JC 880 431

Miller, Richard I., Ed.; Holzapfel, Edward W., Jr., Ed.
Issues in Personnel Management. New Directions for Community Colleges, Number 62.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-1-55542-913-0
PUB DATE- 88
NOTE- 105p.
CONTRACT- RI-88-062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022)
DESCRIPTORS- *College Administration; Community Colleges; *Faculty Evaluation; Personnel Evaluation; *Personnel Management; *Personnel Policy; Staff Utilization; Two Year Colleges

This collection of essays provides an overview of personnel policies and practices in two-year colleges. The volume includes: (1) "The Personnel Function in Two-Year Colleges," by Priscilla Haag-Mutter and C. Wayne Jones, which considers historical antecedents, human resource development, future trends, and the role of planning; (2) "Organization and Staffing," by Stephen J. Midkiff and Barbara Come, which focuses on the personnel department, policies, procedures, the content of policy manuals, grievances, and record keeping; (3) "Performance Appraisal," by Mary Louise Holloway; (4) "Staff Development and Training," by Stephen Rostek and Deborah Jean Kladivko, which provides a matrix model for categorizing development needs; (5) "Changes in Employment Placement," by Katherine D. Kalinos, which discusses transfer policies, promotion, termination, outplacement policy, and the exit interview; (6) "Legal Aspects of Personnel Management in Higher Education," by Michael G. Kaiser and Dwight Greer; (7) "Future Directions and Needs," by Charles E. Finley, which considers trends related to expanding expectations in career development, health care, and humanization of the automated workplace; and (8) "Sources and Information: Personnel Management in Community Colleges," by Theo N. Mabry. (EJV)

ED 298 673 EA 020 372

Alexander, Kern, Ed.; Monk, David H., Ed.
Attracting and Compensating America's Teachers. Eighth Annual Yearbook of the American Education Finance Association.
American Education Finance Association.
REPORT NO.- ISBN-0-88730-203-3
PUB DATE- 87
NOTE- 308p.
AVAILABLE FROM- Ballinger Publishing Company, 54 Church Street, Cambridge, MA 02138 ($35.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compensation (Remuneration); Educational Economics; Elementary Secondary Education; Expenditures; Merit Pay; Retirement Benefits; Salary Wage Differentials; Teacher Education; *Teacher Employment Benefits; *Teacher Recruitment; *Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation)

Focusing on the classroom teacher as the key component in the educational process, this yearbook reviews recent school reform upheavals and their effects on teacher compensation, availability and quality of teachers, teacher retirement systems and related issues. After introductory observations on teachers' economic subsidies by Kern Alexander, the following chapters are included: (1) "Teachers in the Economic System" by Patricia Anthony; (2) "Teacher Education Recommendations in the School Reform Reports" by K. Forbis Jordan; (3) "The Supply of U.S. Teachers: Quality for the Twenty-First Century" by James N. Fox; (4) "Teachers' Salaries: An International Perspective" by Stephen B. Lawton; (5) "Restructuring Teacher Compensation Systems: An Analysis of Three Incentive Strategies" by Betty Malen and others; (6) "Merit Pay: Issues and Solutions" by Lloyd E. Frohreich; (7) "Merit Pay and Teaching as a Career" by Stephen L. Jacobson; (8) "Funding of Teacher Education in State Universities" by Bruce A. Peseau; (9) "Judicial Requirements for Equal Pay" by Joseph C. Beckham; (10) "The Changing Condition of Teacher Retirement Systems: A Certain Past, a Tenuous Present, an Uncertain Future" by Eugene P. McLoone; and (11) "Teacher Salaries: Progress over the Decade" by Richard G. Salmon. Name and subject indices are included, along with biographical notes about the editors and contributors and a list of American Educational Finance Association officers 1987-88. (TE)

ED 298 771 FL 017 567

Gradman, Harry L.; Hanania, Edith
The Relation of Task to Performance in Testing Verbs.
PUB DATE- Mar 88
NOTE- 21p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; College Students; Comparative Analysis; *English (Second Language); *Error Analysis (Language); Error Patterns; Higher Education; *Language Tests; Multiple Choice Tests; *Test Format; Test Reliability; *Verbs
IDENTIFIERS- Indiana University Bloomington; Nonnative Speakers

A study investigated the variability of language performance on different types of testing task, global versus discrete-focus. Three tests (cloze, multiple-choice, and fill-in-the-blank) were developed to measure learners' knowledge of five verb forms. The tests, containing corresponding items designed to elicit equivalent structures, were administered to nonnative speakers of English grouped by proficiency level and by language background and also administered to a smaller group of native speakers. The results showed a clear pattern of variability, with students performing best on the multiple-choice task and least well on the cloze task, with greater variability at lower proficiency levels and on the more difficult verb structures. Differences in performance also seemed to be closely related to the production versus recognition features of the elicitation task. Analysis of two other factors, language background and error type, suggest a role for first language in performance variability. (MSE)

ED 298 797 FL 017 601

Martinez, Ana L.; And Others
William H. Taft High School Project HOLA, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 38p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-830-2149
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Exploration; Cultural Awareness; *English (Second Language); Federal Programs; High Schools; *Limited English Speaking; Low Income Groups; Mathematics Instruction; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish; Spanish Speaking
IDENTIFIERS- *Content Area Teaching; Project HOLA NY
In its fourth year of Title VII funding, Project HOLA at William H. Taft High School served 383 Spanish-speaking students of limited English proficiency from low-income families. The program's goals were to develop English language skills for mainstreaming, to develop an understanding and awareness of American culture and society, to develop knowledge of the job market and an awareness of career interests, to improve Spanish language skills and cultural knowledge, and to make academic progress through content-area courses. Instruction in English as a second language (ESL), and in Spanish language and culture, and bilingually-taught classes in math, science, and social studies were provided. A number of extracurricular activities were also made available, including an organization for bilingual students with good grades and good attendance records. Staff reduction due to funding cutbacks occurred during the year. Program objectives were met in ESL, problem-solving and study skills (one semester only), content-area courses, and attendance rates. The course passing rate objective for the Orientation to American Life class was not met, and staff development objectives could not be assessed. Continued efforts to increase parental involvement are recommended. (Author/MSE)

ED 298 811 HE 021 673

Matchett, William H.
A Study of Attrition among Graduate Students at New Mexico State University.
PUB DATE- 88
NOTE- 126p.; Some tables and graphs contain small print. print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Academic Persistence; College Attendance; Dropout Rate; Educational Objectives; *Ethnic Groups; Grade Point Average; *Graduate Students; Graduation; Higher Education; Institutional Research; Majors (Students); Sex Differences; State Universities; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *New Mexico State University
Attrition for various demographic groups in the several major disciplinary areas represented by graduate students enrolled at New Mexico State University during the fall semesters of the years 1979, 1980, and 1981 are presented. Questions addressed include: overall rate of attrition; significant variance among students from year to year; sex ratio in attrition; which disciplines are more prone to attrition; attrition rates of ethnic minorities as compared to Anglos; length of time to complete graduate programs; and rate of conferral of degrees upon large groups of students. Variables included sex, ethnicity, degree expected, class, major, and cumulative grade-point average. Among the 12 findings are the following: (1) overall attrition is 30%, with no gender bias but a clear effect related to ethnicity; (2) engineering disciplines have a higher rate; (3) agricultural disciplines have the lowest levels of attrition; (4) students in physical sciences are primarily Anglo and foreign; (5) the mean, median, and modal times students required to complete a master's program were 25.7, 22, and 20 months, respectively. (SM)

ED 298 824 HE 021 720

Von Destinon, Mark
Educating Student Personnel Administrators: Recommended Standards and the University of Arizona Master's Program.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Experience; Higher Education; *Masters Programs; *Professional Education; Specifications; State Universities; *Student Personnel Services; Student Personnel Workers
IDENTIFIERS- *University of Arizona

The history of training programs for student services professionals is reviewed. As higher education meets with changes in social issues and student characteristics, student services professionals have had to improve the quality of the educational experience, attract new student groups, and retain students. In 1980, some professional associations formed the Council for the Advancement of Standards for Student Services/Development Programs (CAS), whose goal was to produce standards and guidelines to develop and assess programs for professional preparation at the master's degree level. The development of the recommended standards is reviewed through a comparison to the master's program in student services at the University of Arizona and a curricular analysis. Specific training for student services professionals is traced from its beginnings in 1916 in a course for advisors of women students, through the publication in 1937 of the landmark document entitled "The Student Personnel Point of View," to various professional association statements in the 1960s and 1970s. The current CAS Standards represent areas of performance related to effective practice, and they define characteristics of programs, recognizing student development, administration, and counseling. The review of the curriculum according to the CAS Standards indicates that the University of Arizona offers coursework in each of the recommended areas. The Conrad Pratt Curricular Decision Making Model is applied to the development of the Standards. The recommendations of the Standards are reflected in the curricula for student services professionals at the University of Arizona, though not in a prescriptive manner. A broad sample of institutions may be examined to determine if programs at other institutions match the Standards more closely. Though the Council represents progress toward development of standards within the student services profession, there is a need for further work. Contains 18 references. (SM)

ED 298 850 HE 021 841

Egan, Constance Diamant
A Tale of Two Presidents: A Look at Academic Presidential Leadership. AIR 1988 Annual Forum Paper.
PUB DATE- May 88

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (28th, Phoenix, AZ, May 15-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; *Administrator Role; *College Administration; College Environment; *College Presidents; Higher Education; Institutional Research; Interpersonal Competence; Leadership Responsibility; *Leadership Styles; Teacher Administrator Relationship
IDENTIFIERS- *AIR Forum
Leadership of colleges and universities poses problems for the Chief Executive Officer (CEO), the President. Ambiguous constituencies and the pull of various support groups inside and outside the institution present continual dilemmas for each academic CEO. Two instances of academic leadership are presented that compare and analyze the styles of two presidents against a backdrop of the relevant literature. These two case studies of leadership are used to examine in depth the variables that influence the emergence of leadership styles. A framework for distinguishing leadership from management is developed from a synthesis of literature from various academic disciplines. The situational imperatives of the organization, coupled with the CEO's ability to develop supportive relationships and the form that these relationships take, is found to have a decided impact on the success of the emergent leadership style. Contains 14 references. (KM)

ED 298 687 EC 210 620

Sigmon, Scott B.
Foundations of Education and the Mildly Learning Disabled: Toward a New Understanding. Draft.
PUB DATE- Dec 87
NOTE- 13p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Problems; *Educational Philosophy; Elementary Secondary Education; *Foundations of Education; *Learning Disabilities; *Mild Disabilities; *Social Control; Special Programs; Underachievement
The literature of the "foundations of education" field (e.g. social, philosophic, psychological) is examined to provide a better understanding of the relationship between schooling and culture as it applies to mildly learning disabled students. A "radical paradigm" is applied which sees schools as serving the interests of elites, as reinforcing existing inequalities, and as producing attitudes that foster acceptance of this staus quo. The position taken is that the result segregating mildly handicapped children, who tend to be "resistors" and underachievers is a form of social control. (DB)

ED 298 894 IR 013 279

Hutchinson, Thomas E.
Metamethodology.
PUB DATE- 84
NOTE- 21p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Field Tests; Formative Evaluation; *Instructional Development; *Research Design; *Research Methodology; Sequential Approach; Theory Practice Relationship
IDENTIFIERS- *Metamethodology
This chapter presents Hutchinson's Metamethodology, which is a methodology for building methodologies. The methodology is composed of a set of rules and procedures that, when followed and applied to any problem area, will result in a systematic set of procedures for dealing with that problem area. The following major processes of the methodology are described: (1) preparation process; (2) choice of a problem area; (3) choice of a purpose for the methodology; (4) test for acceptability; (5) analysis of the implications of the purpose for the general steps that the methodology should contain; (6) production of an operational definition of the purpose of the methodology; (7) production of detailed operational steps of the methodology; and (8) performance of research on the methodology in order to identify problems and correct them. Seventeen figures are provided. (30 references) (Author/EW)

ED 298 961 IR 013 456

Grundin, Hans U.
Report on the 1984 AV Media Survey. I.E.T. Paper No. 261.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Sep 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Cassettes; *Audiovisual Aids; *Course Evaluation; *Educational Television; Open Universities; Services; *Student Attitudes; Surveys; *Use Studies
IDENTIFIERS- *Open University (Great Britain)
This survey questioned almost 6,000 students concerning media use for 16 new and seven continuing courses at the British Open University. Student access to and use of various types of media are detailed, and helpfulness, irrelevance, and difficulty ratings for various components and services in the new courses are presented. Brief feedback comments are also provided for each of the individual courses. The text is supplemented by three appendices, which include the tabulated data, a copy of the survey instrument, and brief reports on summer school and tutoring. (EW)

ED 298 756 FL 017 538

Baker, Maria Gonzalez; Blomstedt, Bob
Transitional Systems Management in Bilingual Education.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; Class Activities; *Educational Strategies; Elementary Secondary Education; English (Second Language); Grouping (Instructional Purposes); *Limited English Speaking; Second Language Instruction; *State Standards; Transfer of Training
IDENTIFIERS- Texas
The Texas Education Code, in which bilingual education is specifically required to contain six components, translates into a systems model for practical application. The model contains these steps and processes: (1) informal instruction using the student's language and cultural values and experience in the home; (2) thorough skill assessment, diagnosis of language dominance, degree of bilingualism, and level of English language proficiency; (3) teacher determination of the skills to be learned, matching the child's developmental stages with the instructional objectives and prescribed curriculum; (4) grouping according to language proficiency (generally, Spanish-dominant, bilingual, and English-dominant), with subgrouping when appropriate; and (5) formal instruction by grouping. Other strategies used in this approach include individualized instruction, peer tutoring, contracting, team-teaching, and flexible scheduling. All of these strategies have been found to facilitate learning and provide for individual differences in a bilingual setting. Consideration of children's learning styles, home-school cooperation, the inclusion of learning activities relating to specific teaching objectives, and careful record-keeping and evaluation are also seen as important program elements. (MSE)

ED 299 166

SE 049 725

New Alliances and Partnerships in American Science and Engineering.
National Academy of Sciences, Washington, DC.
Government-University-Industry Research Roundtable.
PUB DATE- 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Science; *Cooperative Programs; *Government School Relationship; Higher Education; *History; *Industry; *Research Opportunities; *Research Universities; Science and Society; Science Education

The last decade has seen a significant increase in industrial funding of university research and in the number and variety of arrangements that involve collaboration between universities and industry. The Government-University-Industry Research Roundtable is specially interested in this development. Working toward some answers, the Roundtable has initiated an organized inquiry under the auspices of its Working Group on New Alliances and Partnerships. This initial phase involved, first, a review of historical materials as well as more contemporary analyses and commentaries bearing on the subject. This document is a report on the initial phase of the investigation. Part I, "Historical Precedent and the Current Context," is taken from the background paper by Dorothy Nelkin and Richard Nelson. In Part II, "Disucssion of the Issues," the central issues raised during the conference on December 5 are summarized. Additional commentary on some of the issues by members of the Roundtable Working Group is included in Part II. Part III is a brief commentary on the inquiry written by Nelkin and Nelson. The appendices include the Conference Agenda, the descriptions of 21 university-industry programs that formed the basis of the inquiry, and the list of conference participants. (Author/CW)

ED 299 181 SO 019 305

Scupin, Raymond
Education and Development for Muslims in Thailand.
PUB DATE- 88
NOTE- 35p.; Paper presented at the Conference of the Association of Asian Studies (San Francisco, CA, March 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Asian Studies; *Buddhism; Cultural Influences; *Educational Policy; Educational Principles; Educational Theories; Foreign Countries; *Government School Relationship; *Islamic Culture; Majority Attitudes; Minority Group Influences; *Modernization; Politics of Education; Religion; Religious Differences; Religious Factors; Traditionalism
IDENTIFIERS- *Muslims; *Thailand

This paper considers the consequences that modernization has had on Islamic education in Thailand among the minority Muslim population. The major themes include: (1) an account of how modern secular developments were incorporated and combined with political policies established by Thai authorities as a nation-building device; (2) the consequences of new educational policies on traditional Islamic educational institutions in Thailand; and (3) an overview of the pluralistic and nationalistic tendencies that have influenced education and economic development and created tensions between Buddhists and Muslims. The paper concludes that secularization and modernization have engendered both pluralistic and monolithic assimilation tendencies and created problems for Islamic educational development, especially since official Thai policy continues to be determined by Buddhist ideology. A 25-item bibliography is included. (JHP)

ED 299 196

SO 019 338

Brumberg, Stephan F.
New York City Schools March Off to War: The Nature and Extent of Participation of the City Schools in the Great War, April 1917 to April 1918.
PUB DATE- 6 Apr 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Boards of Education; *Citizenship Responsibility; *Educational Policy; Federal Government; Fund Raising; Government School Relationship; Immigrants; Loyalty Oaths; Military Training; *Patriotism; Politics of Education; Public Schools; Student Participation; Teacher Participation; *United States History
IDENTIFIERS- Bond Sales; *New York (New York); War Dissenters; *World War I
In April 1917, the United States went to war, and the public schools across the nation initiated programs that encouraged patriotism, supported war policies, and promoted the assimilation of immigrants. In New York City in 1917-18, the Board of Education: (1) called for the unqualified allegiance of school principals and teachers to the U.S. government; (2) allowed school facilities to be used for war-related activities; (3) began vocational skills training classes for military personnel; (4) started courses in patriotism, citizenship, European history, and on the world war; (5) suspended foreign language instruction; and (6) increased English classes for adult immigrants. At the initiation of the Board, students became involved in selling Liberty Bonds. The male students ages 16-19 were given military training, and some were sent out of the city to work on farms. Since visible patriotism became a requirement for their jobs, teachers were encouraged to support the Board's policies and to enlist in the armed forces or auxiliary services such as the Red Cross. Teachers who dissented were dismissed by the Board as seen in the cases of three teachers at De Witt Clinton High School and two at Manual Training High School. (DJC)

ED 299 211

SO 019 361

Burwell, Cathy; Cain, Mary
My Country 'Tis of These: The Stark County Department of Education K-12 Citizenship/LRE Program.
Stark County Dept. of Education, Louisville, Ohio.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Law Related Education; Role of Education; Social Studies
This booklet describes the Stark County (Ohio) rationale and efforts to establish a citizenship education and law-related education (LRE) curriculum for grades K-12. Three implementation goals are described and include time lines to: (1) institutionalize LRE (including a summer institute for preparing a citizenship curriculum and selecting resources); (2) increase educators' LRE competencies; and (3) initiate improvements in students' citizenship skills. Long-range goals include: (1) improving textbook correlation with the citizenship LRE curriculum; (2) developing and integrating improved evaluation techniques; and (3) instituting special programs about local government. Appendices include: (1) profiles of key persons and their roles in designing and implementing a LRE model; (2) lists of committee members and participants in the summer institute; and (3) selected institutionalize LRE (including a summer institute for preparing a citizenship curriculum and selecting resources); promotional materials; (4) a review of core instructional materials; (5) an annotated bibliography of selected audiovisual materials; and (6) citizenship/LRE program evaluation forms. (JHP)

ED 299 227

SP 030 588

Della-Giustina, Daniel E.
Planning for School Emergencies.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-396-8
PUB DATE- 88
NOTE- 67p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, 44 Industrial Park Center, Waldorf, MD 20601 ($7.50 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Alarm Systems; *Educational Facilities Planning; Elementary Secondary Education; *Emergency Programs; Fire Protection; First Aid; *Natural Disasters; Planning; Rescue; *School Safety

This document is designed to provide civil leaders and school administrators with a resource that will enable them to develop comprehensive contingency plans for specific emergency situations. A discussion of disaster and emergency management planning includes an outline of the objectives of emergency planning that were established for this guide. Appendices, which make up the bulk of the document, provide: (1) definitions and general measures of the four elements of emergency management (mitigation, preparedness, response, and recovery); (2) a list of resource documents available from the Federal Emergency Management Agency; (3) a list of special considerations essential to school emergency planning; and (4) a list of special factors that should be considered in order to enhance plan implementation throughout schools in the United States. The final appendix is a comprehensive disaster plan designed for a hypothetical high school somewhere in the United States. The plan outlines step by step procedures for administration, faculty, and students to follow when a disaster occurs during school hours as well as related educational objectives to be integrated into the grade 7-9 curriculum. (JD)

ED 299 275

TM 011 893

O'Neal, Sandra
ACT & SAT Testing, 1986-87. District Report: College Entrance Examinations.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Dec 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Admission; College Bound Students; *College Entrance Examinations; Demography; English; Higher Education; High Schools; *High School Students; Mathematics Tests; *School Districts; Science Tests; *Scores; Social Studies; Testing Programs; *Test Results; Verbal Tests
IDENTIFIERS- Albuquerque Public Schools NM; *American College Testing Program; *Scholastic Aptitude Test
This summary report of test data provides meaningful demographic information about students in the Albuquerque (New Mexico) Public Schools taking the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) Program tests. The district's scores for the 1986-87 year were higher on the ACT than were those of students across the nation. Mean ACT scores for the total in English, Math, Social Studies, and Natural Science, and the Composite were above national averages as they have been for 10 years. Far smaller numbers of students in New Mexico take the SAT, since the ACT is accepted by all colleges and universities in the state. Verbal scores on the SAT for district students were well above national averages, despite a slight decrease in the mean for all students to 485 from 494 the preceding year. Mathematics scores on the SAT were also well above national averages, with a mean for total students of 535, a very slight decrease from the previous year. Extensive tables provide detailed test results and information on high school grade point averages, family incomes, ethnic backgrounds, and educational aspirations. (SLD)

ED 299 289

TM 012 064

Pike, Daniel W.; And Others
Follow-Up of the 1985 High School Graduates in the Los Angeles Unified School District. Publication No. 502.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Sep 87
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Computer Science; *Educational Assessment; Educational Attitudes; Employment Patterns; *Followup Studies; *High School Graduates; High Schools; Hispanic Americans; Mathematics Instruction; Postsecondary Education; Writing Instruction
IDENTIFIERS- *Los Angeles Unified School District CA; Mail Surveys
This report covers the activities of 1985 high school graduates of the Los Angeles Unified School District one year after graduating. The questionnaires, administered via the mail, surveyed graduates concerning their educational pursuits, employment endeavors, and opinions regarding their educational experience. Approximately 33% of the 9,299 graduates completed and returned the questionnaires (N=3,057). About 80% were attending postsecondary schools, and 50% of this group were enrolled in 4-year colleges or universities. Hispanic graduates were least likely to pursue postsecondary education. Approximately 66% were employed, with the majority of this group working while attending school. Hispanic graduates were most likely to work full-time and not attend school. Graduates agreed that they received adequate writing and mathematics training in high school, but were critical of their computer training. Analysis of 562 comments suggested that graduates generally wanted more computer classes, more difficult educational requirements, and more preparation for a job or further education. Twenty-two data tables and the Follow-Up Graduates Questionnaire are appended. (TJH)

ED 299 304

TM 012 098

Kane, Michael

Testing New Teachers: A Report of a Review of Teacher Testing Practices and Materials in the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.

PUB DATE- Jan 88

NOTE- 146p.; For a related document, see TM 012 099.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Licensing Examinations (Professions); Material Development; *Public School Teachers; School Policy; Standards; *Teacher Certification; Teacher Evaluation; Teacher Qualifications; *Test Construction; Testing Programs; Test Validity

IDENTIFIERS- *District of Columbia Public Schools; *Teacher Competency Testing

The current status of teacher testing practices and materials in the public schools of the District of Columbia was evaluated. This document reports the findings and recommendations of eight professionals who convened in Washington, D.C., on November 17-19, 1987. These consultants, via interviews with practitioners, found a high degree of readiness within the district for the use of subject matter examinations as a criterion for teacher certification. Issues were examined by a policy analysis tool known as the convening process. Recommendations for a teacher testing policy are provided: (1) subject matter knowledge testing for teacher certification or licensure; (2) requirement of a specified certification score; (3) certification testing for all teachers regardless of other certification; (4) limitations on temporary certification; (5) analysis of processes used in hiring, promotion, and tenure decisions; (6) review of tests and development of new tests; and (7) a writing test for diagnostic and prescriptive purposes for all new employees. Specific recommendations were made to improve the current validity procedures and test development process, including the establishment of a research and measurement unit to collaborate with the current Intern-Mentor program. An overview of legal issues in teacher testing, a report on test development and intern performance, a consultant briefing paper, meeting agenda and a list of interviewees, and sample revalidation procedures and forms are appended. (SLD)

ED 299 318

TM 012 224

Basic Skills Performance of Alaska's Students: Achievement Test Results for 1984-85; 1985-86; and 1986-87.
Alaska State Dept. of Education, Juneau.
PUB DATE- Feb 88
NOTE- 337p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Basic Skills; Elementary Secondary Education; Language Tests; Local Norms; Mathematics Tests; Problem Solving; Profiles; Reading Comprehension; Reading Tests; School Demography; *School Districts; Scores; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Alaska

Diverse information is compiled to begin to address the question of how well students in Alaska are achieving. In 1987, each of the 55 districts in Alaska submitted results of its standardized testing program for Reading, Reading Comprehension, Mathematics, Mathematics Problem Solving, and Language Arts for the three school years from 1984-85 through 1986-87. Results were combined with information describing the students of each district, the nature of the school, the classroom environment, and characteristics of the testing program. State-wide results and the 55 individual school district profiles developed are included in this report. Each district description is supplemented with graphs to illustrate trends in the period. Seven major tests are used in Alaska in the various districts, they include the: (1) California Achievement Tests; (2) Comprehensive Test of Basic Skills; (3) Iowa Test of Basic Skills/Test of Achievement and Proficiency; (4) Metropolitan Achievement Test; (5) Science Research Associates (SRA) Achievement Series; (6) SRA Survey of Basic Skills; and (7) Stanford Achievement Test. Because of this diversity, it is not appropriate to compare one district with another. With enrollment levels in the 55 districts at 98,319 in 1985, 102,756 in 1986, and 101,877 in 1987, Alaskan students scored consistently higher than the national average in almost every area for the three years studied. (SLD)

ED 299 332

UD 026 322

Jonas, Edward D., Jr.
Proposal For the Atlanta Dropout Prevention Collaborative.
Atlanta Dropout Prevention Collaborative, GA.; Atlanta Public Schools, Ga.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 87
NOTE- 27p.; Cover title: The Atlanta Dropout Prevention Collaborative. For related document, see UD 026 321.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Dropout Programs; Dropout Research; Elementary Secondary Education; High Risk Students; Institutional Cooperation; Parent Participation; *Program Descriptions; *Program Development; Program Proposals; Research Design; School Business Relationship; School Community Relationship; School Holding Power; Urban Education
IDENTIFIERS- *Atlanta Dropout Prevention Collaborative GA; Atlanta Public Schools GA; *Partnerships; Public Private Relationship
This proposal for the Atlanta (Georgia) Dropout Prevention Collaborative cites as its mission the linkage of the public school system with parents, agencies, businesses, and the general community in a cohesive entity designed to promote activities to lower the dropout rate. The Collaborative has the following objectives: (1) to promote the implementation of the Atlanta Dropout Prevention Plan; (2) to elicit the assistance and cooperation of additional groups/organizations in decreasing the Atlanta dropout rate; (3) to provide for the conducting of a formative and summative evaluation of the Atlanta Dropout Plan; and (4) to continue the development of the Atlanta Dropout Plan. A time table of planned activities from December 1987 to July 1989 is presented. Core Collaborative participants and secondary Collaborative members are listed. Appended is a table graphing the number of members of the Atlanta Board of Education and members of the Core Collaborative by sex and race. Also appended are letters of support from government, community, school, and business leaders. (BJV)

ED 299 345

UD 026 394

Analysis of 1986 Poverty Data.
Food Research and Action Center, Washington, D.C.
PUB DATE- Oct 87
NOTE- 11p.; Revised edition; originally published July 3, 1987.
AVAILABLE FROM- Food Research and Action Center, 1319 F. St., N.W., Suite 500, Washington, DC 20004 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Black Youth; Business Cycles; *Census Figures; *Economically Disadvantaged; Economic Progress; Employment; *Employment Patterns; *Ethnic Groups; Hispanic Americans; Low Income Groups; Minority Groups; *Poverty; Statistical Analysis; *Trend Analysis; Unemployment; Whites
IDENTIFIERS- *Bureau of the Census; Hispanic Youth; *United States; War on Poverty

Poverty data released by the U. S. Census Bureau indicates no significant progress toward reducing the poverty rate during a period of economic recovery. The 1986 poverty rate of 13.6 percent remains significantly higher than anytime in the 1970s. Minority group children represent the largest age group of the poverty population. The sluggish performance in reducing the poverty rate is representative of an uneven economic recovery. The 1986 data include the following: (1) 32.4 million Americans are poor; (2) 6.3 million more Americans were poor in 1986 than in 1979; (3) 12.7 million children (20.2 percent) are poor; (4) 43.3 percent of all Black children are poor; (5) 37.4 percent of all Hispanic children are poor; (7) 12.7 million (39.2 percent) poor people had incomes below half the poverty line, the highest level in more than a decade; and (8) the gap between the rich and the poor is the widest in 40 years. Analysis of data from 1959 to 1985 indicates the following: (1) the poverty rate in 1986 was higher than in any other years with similar unemployment rates; (2) the number of working poor has increased; (3) the poor are more deeply in poverty than ever before; (4) the poverty rate for Blacks was nearly three times that for Whites; (5) the poverty level for Hispanics was more than double that for Whites; (6) President Lyndon Johnson's 1964 "war on poverty" was followed by a decline in the poverty rate that stabilized at an all-time low of 11 to 12 percent during the 1970s; and (7) in 1979 the poverty rate began a 5-year increase. Statistical data are included on seven tables and four graphs. (FMW)

ED 299 359

UD 026 415

Perchance to Sleep: Homeless Children without Shelter in New York City.
Coalition for the Homeless, New York, NY.
PUB DATE- Dec 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *City Government; Family Problems; Government Role; *Homeless People; Housing Deficiencies; Housing Needs; Local Legislation; Low Rent Housing; Poverty; *Poverty Programs; Program Development; Program Evaluation; Urban Demography; Urban Planning; *Urban Problems; Welfare Services
IDENTIFIERS- *New York (New York); *Shelters

New York City's response to the demand for shelter has consistently been adequate. The city's homeless population is estimated at 35,000, including 11,000 members of homeless families, of whom almost 7,625 are children. The City's Human Resources Administration (HRA) has routinely failed to provide temporary emergency shelter for homeless families. This report focuses on HRA's main, and until recently, only emergency welfare office, the Emergency Assistance Unit (EAU). It is the office where homeless families in need of shelter are directed when HRA's neighborhood income maintenance centers are closed, in the evenings and on weekends. A group of volunteer observers monitored the EAU on eight consecutive weekends in September through November 1984. During that time scores of homeless families were denied placement in temporary shelter when the supply of shelter space to which HRA had access was exhausted. Children and their mothers often had to sleep on the EAU floor. Space is most limited on weekends. Although HRA provides shelter to all homeless men and women who have no children, the agency refuses to acknowledge any similar obligation to homeless families that include children. HRA's has heedlessly neglected the crisis encountered by homeless families with children. Recommendations for improving the housing situation are offered. An appendix provides the testimony of Robert M. Hayes, a lawyer for the Coalition for the Homeless, before the House Subcommittee on Intergovernmental Relations and Human Resources Committee on Government Operations, November 20, 1984. (BJV)

ED 299 373 UD 026 433

Baizerman, Michael; Hendricks, Glenn
A Study of Southeast Asian Refugee Youth in the Twin Cities of Minneapolis and St. Paul, Minnesota. Final Report.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Feb 88
NOTE- 80p.
CONTRACT- DHHS-100-86-0216
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Acculturation; *Asian Americans; Cambodians; Cross Cultural Studies; Cultural Background; *Cultural Differences; Educational Attitudes; Educational Objectives; Ethnicity; High Risk Students; *High School Students; Interviews; Laotians; Limited English Speaking; Refugees; Social Attitudes; Student Attitudes; *Student Characteristics; Urban Demography; Urban Education; Urban Problems; Vietnamese People; Work Attitudes; Youth Problems
IDENTIFIERS- Hmong People; *Minnesota (Twin Cities); *Southeast Asians

Presented is a report on a comparative study of the educational and occupational aspirations and expectations of Cambodian, Hmong, Laotian, and Vietnamese adolescents and youth in the Minneapolis-St.Paul (Twin Cities), Minnesota, metropolitan area. Data were culled from interviews with about 160 informants using a "story" approach as a data collection device. Thirty-three stories about successful, moderately successful, and unsuccessful adults in each of the four ethnic communities were constructed, but because of time limitations, only the stories in the moderate category were used. Adolescents in each of the groups were asked to critique a story and edit it to fit their own lives; the edited stories were then discussed, and the discussion and modified story supplied the study data. Separate findings are presented for each of the four groups. In general, across all four groups, adolescents and youth held educational aspirations higher than their parents had achieved. They saw ethnic prejudice as a barrier to their employment success, but one that could be overcome. Only the Hmong have a refugee culture that might support long-term rather than episodic use of public welfare. Their risk of welfare dependency seems highest. The upcoming group of Hmong seems likely to bifurcate into two social groups: one middle class and the other incapable of achieving full self-sufficiency. These and other findings must be understood from the perspectives of adolescent and youth development. The non-Vietnamese Southeast Asian high school students seem to hold goals similar to local Native American and some Black and Hispanic adolescents, while the Vietnamese students hold higher educational aspirations. Appendices present research notes, the 33 stories, and a sample of the interview worksheet. (BJV)

ED 299 244

SP 030 624

Neil, Roger
Eleven Traditional Methods of Inservice Teacher Education.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Improvement Programs; *Inservice Education; Inservice Teacher Education; *Institutes (Training Programs); *Professional Development; *Program Development
The historical development of inservice teacher education is traced in this paper and some comparisons are made between past and present school circumstances that bear on inservice practices. Eleven traditional methods of inservice teacher education are briefly described: (1) institutes; (2) reading circles; (3) summer school; (4) supervision; (5) classroom observations/demonstrations; (6) curriculum change; (7) workshops; (8) action research; (9) teacher centers; (10) sabbaticals; and (11) university coursework. (JD)

ED 299 261

SP 030 653

Neubert, Gloria A.
Improving Teaching through Coaching. Fastback 277.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-277-1
PUB DATE- 88
NOTE- 39p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Feedback; *Peer Teaching; *Program Development; Staff Development; Teacher Education; *Teacher Improvement; *Teacher Role; *Teaching Skills
This booklet discusses peer coaching as a form of staff development for assisting teachers to transfer new skills into their active teaching repertoire. This assistance can be provided by another teacher, administrator, specialist, or university professor. The first chapter examines some models of peer coaching such as how the coaching is initiated, who serves as coach, and the coach's role in the classroom. The second chapter discusses several elements that research and practice indicate contribute to effective coaching. In the final chapter, suggestions are offered for initiating and implementing coaching at both the preservice and inservice levels. (JD)

ED 299 063 RC 016 662

Johnson O'Malley Program Evaluation 1986-87.
Albuquerque Public Schools, N. Mex.
PUB DATE- 87
NOTE- 17p.; For other reports on this program, see ED 291 540 and RC 016 664.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Career Counseling; *Counseling Services; Drug Education; Elementary Secondary Education; *Extracurricular Activities; *Leadership Training; Needs Assessment; Newsletters; Parent School Relationship; *Program Evaluation
IDENTIFIERS- *Albuquerque Public Schools NM; *Johnson O Malley Act; Parent Committees

During the 1986-87 school year the Johnson O'Malley program of the Albuquerque (New Mexico) Public Schools provided supplemental counseling to 532 Indian students in the district by 5 certified counselors, 3 of whom concentrated their efforts on 5 target high schools. One itinerant counselor served 128 elementary and middle school students, whereas a second itinerant counselor provided 27 high school students training in leadership. Twenty-four high school students participated in a series of leadership workshops. A pilot program of six leadership sessions was also provided at each of two middle schools. Six newsletters were distributed to 1,535 parents of American Indian students with information about American Indian students' successes, the supplemental counseling program, and other information. Objectives for both parent involvement in training and student mastery of competencies from the Johnson O'Malley Counseling Plan were met or exceeded. The report recommends modifications in the parents' evaluations of training programs and more objective criteria for determining student mastery. (SKW)

ED 299 077 RC 016 744

Health and Nutrition: Collection of Vital Statistical Data on Hispanics. Briefing Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-68BR
PUB DATE- Mar 88
NOTE- 30p.
AVAILABLE FROM- U. S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; 6-99 copies, $2.00; over 99 copies, $1.50, prepaid to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Federal Programs; *Health; Health Needs; *Hispanic Americans; National Surveys; *Nutrition
IDENTIFIERS- *Food and Nutrition Service; Health and Nutrition Examination Survey; Health Status; *Vital Statistics

In response to Congressional requests, this report describes the extent of Hispanic American health and nutrition data available from federal sources. Oversampling of a minority group by a national survey is necessary for valid analysis of group characteristics. Among the four national health and nutrition surveys conducted by the Department of Health and Human Services and the Department of Agriculture, the National Health and Nutrition Examination Survey plans to oversample Mexican Americans, the largest Hispanic subgroup, in its current project, and completed a special regional survey of Hispanics in 1984. The National Medical Expenditures Survey will oversample Hispanics in general. The National Health Interview Survey and the Nationwide Food Consumption Survey currently have no such plans. The Vital Statistics Program's new birth and death registration forms include a Hispanic identifier. The states need not decide whether to use the form until 1989, but 23 states, the District of Columbia, and New York City already collect Hispanic natality and mortality data. All 13 of the Department of Agriculture's food assistance programs collect racial and ethnic data, but only four publish national Hispanic participation information. Appendices include a table showing state populations and perceptions of Hispanics, details of national health and nutrition data collection systems, descriptions of food assistance programs, and federal and state production costs for birth and death data tapes. (SV)

ED 299 091 RC 016 766

Ghelfi, Linda M.
The Job Training Partnership Act (JTPA): Implications for Welfare-to-Work Proposals.
PUB DATE- 2 Feb 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Employment Potential; *Federal Programs; *Job Training; *Participant Characteristics; *Rural Urban Differences; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA; Reform Efforts; United States (South)
The extent to which the Job Training Partnership Act (JTPA) has been successful in preparing welfare recipients for employment may indicate the level of success to be expected from more comprehensive "welfare to work" programs now under Congressional consideration. In program year 1984, there were 542,000 adult JTPA-IIA participants; of these, 71% were terminees, i.e., persons who finished a program. Welfare recipients comprised 31% of participants and 29% for terminees overall, 18% of terminees in southern states, and less than 25% of terminees in states with nonmetropolitan or mixed populations. Program completion by welfare recipients was 66-72% regardless of state classification. Welfare terminees had more education than welfare recipients in general, but, otherwise, welfare terminees reflected the characteristics of welfare recipients in their states. Compared to nonwelfare terminees, welfare terminees were more likely to be female, black, or single heads of families with children. The overall percentage of terminees who found unsubsidized jobs was 72% for the nonwelfare group and 57% for welfare recipients. Terminees in Southern and nonmetro states were as likely to get jobs as those in other states, and the difference in job placement rates between the two groups did not vary much among states. An analysis of JTPA results, estimated job availability, and total welfare statistics suggests that, under proposed welfare reform programs, there would be 3 welfare-recipient job seekers and 9-11 total job seekers for every available relevant job. The report includes 25 references and 7 data tables. (SV)

ED 299 106

SE 049 602

Safety in Academic Chemistry Laboratories. Fourth Edition.
American Chemical Society, Washington, D.C.
REPORT NO.- ISBN-0-8412-0938-3
PUB DATE- 85
NOTE- 79p.
AVAILABLE FROM- American Chemical Society, P.O. Box 57136 West End Station, Washington, DC 20037 (single copies free; multiple copies $1.00 plus shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *College Science; *Hazardous Materials; Higher Education; Laboratories; *Laboratory Safety; Radiation; Safety; Safety Education; School Safety; Science Laboratories; Secondary Education; *Secondary School Science
IDENTIFIERS- American Chemical Society; *Occupational Safety and Health Administration

This booklet provides guidelines for safety in the chemical laboratory. Part I, "Guides for Instructors and Administrators," includes safety rules, safety practices and facilities, preparation for emergencies, safety committees, accident reporting, fire insurance, and listings of some hazardous chemicals. Part II, "Student Guide to Safety," discusses general laboratory practices, safety training, emergency action, handling chemicals, assembling apparatus, chemical spills, hazardous chemicals, laboratory cleanup, safety equipment, fire and explosions, and electrical and radiation hazards. Appendices include a bibliography, a comparison chart of eye protection devices, a list of incompatible chemicals, a chart of respiratory hazards of typical gases and recommended cylinder sizes, a list of hazardous gases and their properties, a directory for the Occupational Safety and Health Administration (OSHA) and Department of Health and Human Services regional offices, a laboratory instruction report form, and a chart of container size limitations for flammable and combustible liquids. (YP)

ED 299 120

SE 049 640

Granger, Charles R.
Restructuring Introductory Biology According to the Learning Cycle Instructional Strategy.
Missouri Univ., St. Louis. Coll. of Arts and Science.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 31 Jul 86
NOTE- 162p.
GRANT- G008440455
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; Cognitive Processes; *College Science; Course Content; *Course Descriptions; Higher Education; Instructional Materials; *Introductory Courses; *Learning Processes; *Piagetian Theory; Program Descriptions; Program Design; Program Development; Science Education; Science Instruction; Teaching Methods

Because of a consistently high failure rate of freshmen in a required introductory biology course, numerous strategies to improve the success rate of students without compromising academic standards were explored. The major underlying cause of lack of success was perceived to be the level of thinking skills possessed by the incoming freshman. The level of thought, concrete, transitional or formal, was highly correlated to the degree of success for each student. It was proposed to develop curriculum materials based on the learning cycle instructional strategy that is founded on Piagetian learning theory. Laboratory experiences were rewritten to provide concept exploration and lecture materials were developed for concept introduction. The course was restructured so that exposure to concrete experiences in the laboratory leading to concept formation occurred first and verbalization of the formal concept followed through the formal lecture and discussion. Involvement with the restructured program increased the success rate, resulted in reduced dropouts and increased the overall morale and self-image of the students. This document contains project overviews, background, a project description, and results. Appendices, which make up the bulk of the document, include: (1) background information for Foundations In Problem Solving Education (FIPSE); (2) an example of FIPSE materials for the biology course; (3) a sample lecture outline; (4) a reprint of a journal article discussing the project; and (5) project evaluation and experimental data. (CW)

ED 299 136

SE 049 661

Educational Bridges to Options in High Technology Employment. Final Report.

San Diego State Univ., Calif.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 32p.
GRANT- G008302731
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Biological Sciences; Case Studies; Course Descriptions; Job Training; *Labor Force Development; *Physical Sciences; Postsecondary Education; Program Descriptions; *Retraining; Science Education; *Technology

There are numerous examples of highly trained, capable individuals that face layoffs because of technological or economic changes that have eliminated the need for their services. This project was designed to provide a one-step opportunity for people such as these to identify opportunities in emerging technologies, to plan a retraining program, to complete courses that had been designed specifically toward their needs and scheduled during non-working hours. Technical aspects of emerging technologies rather than management aspects are emphasized. This document contains the background, course descriptions, project results, case studies, summary and conclusions from the biotechnology, physics, mathematics, and chemical and physical analysis tracks. Appendices include a schedule of the biotechnology, and advanced techniques of chemical and physical analysis learning tracks, and an information sheet to be completed by course participants. (CW)

ED 299 151

SE 049 676

Krajcik, Joseph S.; And Others
An Evaluation of the University of Iowa's Science Teacher Education Program.
PUB DATE- 28 Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; Educational Assessment; Higher Education; *Preservice Teacher Education; Program Descriptions; *Program Evaluation; *Science Education; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Iowa
This study describes the evaluation of a model science teacher education program developed with support from the National Science Foundation from 1970 to 1980. This program, named the Undergraduate Preservice Science Teacher Education Program (UPSTEP) was designed to develop science teachers who have a research-based rationale for teaching science. This study was undertaken to follow up on graduates of UPSTEP as inservice teachers and investigate their attitudes, methodologies, goals, and classroom teaching, and to compare these data to a study of participants in the Iowa Honors Workshop using the 1985 version of the National Survey of Science and Mathematics Education. Results are reported on the status of 104 UPSTEP graduates, including the course objectives, teaching techniques, and the perceptions of their students (for those who held teaching jobs). Details are supplied on 12 tables. (CW)

ED 299 245

SP 030 625

Neil, Roger
Toward the Integration of Teacher Development with Teacher Evaluation Aims. Evaluation Aims.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Career Development; Developmental Stages; Higher Education; *Institutional Role; *Organizational Objectives; *Schools of Education; Teacher Education; *Teacher Evaluation; Teacher Orientation

The study at hand endeavors to better match the aims of teacher evaluation with teacher development perspectives. A framework of comprehensive evaluation aims is rationalized and current models of teacher development are outlined and critiqued. The two areas of research (evaluation and teacher growth) are then correlated. A bracketing of the concepts occurs in the introduction and in the conclusion, as evaluation and teacher growth models are regarded in the context of the evolution of teacher education. Teacher induction and inter-agency cooperation are highlighted as current practices that may further serve to integrate teacher supervision aims with teacher development. An extensive bibliography is included. (Author/JD)

ED 299 262

SP 030 655

Dialogues in Teacher Education. Issue Paper 88-4.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 138p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Higher Education; *Inservice Teacher Education; Institutional Characteristics; Internship Programs; Minority Group Teachers; *Preservice Teacher Education; *Program Effectiveness; Schools of Education; Student Characteristics; *Teacher Education Programs
IDENTIFIERS- Alternative Teacher Certification; Beginning Teacher Induction

Included in this volume are a series of dialogues about various approaches to teacher education. Each dialogue consists of a brief sketch of a particular teacher education program, along with a response from the director of that program. The sketches, though organized differently, tend to describe similar program features: purposes, context, constitutents, practices, and the views of good teaching that seem to be implicit in these purposes and practices. The responses are more various, addressing issues of particular salience to the particular programs. The sketches were prepared during 1985-86, to help the National Center for Research on Teacher Education prepare its 5-year research agenda, and were intended to stimulate thought more than to thoroughly portray particular programs. They are presented here along with responses in an effort to further facilitate thought about teacher education. Included in this volume are dialogues about preservice and inservice programs as well as programs designed to help first-year teachers and an alternate route program. (Author)

ED 299 360

UD 026 416

Over the Edge: Homeless Families and the Welfare System.
National Coalition for the Homeless, Washington, DC.
PUB DATE- Jul 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Family Problems; Federal Legislation; *Government Role; *Homeless People; Housing Deficiencies; Housing Needs; Poverty; *Poverty Programs; Program Development; *Program Evaluation; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Feminization of Poverty; Food Stamp Program

Homelessness among families is quickly reaching crisis proportions across the country. Over 30 percent of America's three million homeless people are members of families, and families are the fastest growing segment of the homeless population. Perhaps more disturbing, homelessness represents only the most extreme manifestation of a more generalized, and growing poverty among families. For each homeless family, many more families are living at the edge of homelessness. Yet while both homelessness and poverty among families continue to increase, programs designed to assist those families have been cut back. The Federal Aid to Families with Dependent Children (AFDC) program is now grossly deficient in providing even basic survival resources for poor families. This report surveys the situation of the homeless in 25 cities. It makes the following findings: (1) between 1970 and 1987, the average value of AFDC benefits fell by 35 percent, to only 44.2 percent of the federal poverty level; (2) in 41 states, the combined value of AFDC and Food Stamps is less than 75 percent of the poverty level; (3) since 1981, federal housing programs for the poor have been cut by 76 percent; (4) in all but seven states, the shelter portion of the AFDC is less than 50 percent of the federally defined "fair market rent"; and (5) nearly two-thirds of AFDC families spend 50 percent or more of their income on housing. Recommendations are offered. Data are illustrated on three charts. Footnotes are included. (BJV)

ED 299 137 SE 049 662

Post-Graduate Life Science Institute for Secondary School Teachers. Executive Summary.
Baylor Coll. of Medicine, Houston, Tex.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 43p.; Marginal legibility on some pages of Appendix C.
GRANT- G008302535
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; *Educational Improvement; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Program Descriptions; Science Education; Secondary Education; Secondary School Teachers; *Teacher Workshops; Training Methods

The goal of the project was to improve the quality and increase the amount of science knowledge of secondary school life science teachers through a series of workshops and summer institutes using medical school life scientists as the primary vehicle to transfer knowledge to teachers who would then transmit that knowledge to their students. A total of 92 teachers from the Houston (Texas) area successfully completed the program and were provided state-of-the-art knowledge through a multidisciplinary, laboratory course covering cell biology, physiology, microbiology, and biochemistry taught by faculty members from the Baylor College of Medicine. Teacher feedback indicated that new knowledge and skills were transferred to classroom settings and that the program helped strengthen the life science curricula in their respective school districts. This document contains a project overview, background information, a project description and project results for the Fund for the Improvement of Postsecondary Education (FIPSE). Appendices include a sample certificate, course outline, and examples of curriculum materials produced by teachers. (Author/CW)

ED 299 152

SE 049 677

Narode, Ronald B.
Analysis of Fractions Curriculum for Constructivist College Remedial Mathematics Education.
PUB DATE- Sep 88
NOTE- 34p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *College Mathematics; *Concept Formation; *Fractions; Higher Education; *Learning Theories; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Number Concepts; *Problem Solving; Remedial Mathematics; *Textbook Content; Textbook Preparation
This document analyzes one chapter of a textbook for college remedial mathematics. This analysis is done by one of the textbook authors. The chapter under discussion deals with fractions. The text authors, writing from a constructivist perspective, attempted to write problems which not only developed specific conceptual and heuristic objectives for students, but also problems which engaged student curiosity and challenged students to reason and communicate. The problems were intended to help students develop an awareness that mathematics is necessary for understanding and coping in the world. The document is primarily devoted to the discussion of 11 types of fraction problems. The appendices are the table of contents of the text and solutions to sample problems. (PK)

ED 299 167

SE 049 726

Sproull, Robert L.; Hall, Harold H.
Multidisciplinary Research and Education Programs in Universities: Making Them Work.
National Academy of Sciences, Washington, DC. Government-University-Industry Research Roundtable.
PUB DATE- Jun 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Curriculum Design; Higher Education; *Interdisciplinary Approach; *Program Descriptions; Science and Society; Science Education; Technology; *Undergraduate Study; *Universities

Multidisciplinary programs have a venerable history, but most of the early history was either at big university equipment projects or at first-rate industrial laboratories. There has always been a small amount of interdisciplinarity, such as the physicist's or chemist's cadging crystal specimens from the geologist. But only in the post World War II period have substantial multi-disciplinary projects flourished in American universities. Renewed interest in multidisciplinary programs in universities prompted the Working Group on the "Capacity of Academic Science and Engineering" of the Government-University-Industry Research Roundtable to choose such programs as one of its principal interests in 1985. The purpose of the paper is to assemble, in a necessarily personal fashion, perspectives from past multidisciplinary programs as an aid to designers and supporters of future programs. Discussed are opportunities for multidisciplinary approaches, the role of the academic department, and the principles and practices of successful multidisciplinary programs. (CW)

ED 299 182

SO 019 306

Bicentennial of the Constitution: A Resource Guide.
Army Public Affairs, Washington, DC.
PUB DATE- 88
NOTE- 168p.; Appendixes contain some marginally legible material.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Constitutional History; Legislators; *Program Content; Resource Units; Songs; United States History
IDENTIFIERS- Army; Art Reproductions; *Bicentennial; Eighteenth Century; Military Curriculum Materials; Military History; *United States Constitution; Washington (George)

This guide contains resources gathered by the Department of the Army to celebrate the bicentennial of the U.S. Constitution. Within the document, there are brief historical facts about: (1) the Constitutional Convention; (2) the early years of the Constitutional government; and (3) the U.S. Army of the 1780s and 1790s. There are also condensed versions of 23 soldier/statesmen pamphlets, five speeches on the U.S. Constitution, and statements and quotations on civilian control, national security, and George Washington. The appendices contain: (1) the complete text of the U.S. Constitution and its amendments; (2) popular 18th century songs with music and lyrics; (3) an ARNEWS artwork supplement of artwork and drawings; (4) a chronology of events from 1783 to 1803; and (5) a 10-page list of resources for teaching about the U.S. Constitution. (DJC)

ED 299 197

SO 019 339

Stalker, Sylvia
The Portrayal of Central America in Selected Contemporary Social Studies Textbooks: An Outline of the Methodology.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Current Events; Foreign Countries; Research Methodology; Research Problems; *Social Studies; Statistical Surveys; *Textbook Bias; *Textbook Content; World Geography
IDENTIFIERS- Canada; Caribbean Islands; *Central America; Mexico
Current U.S. policies toward Central American nations motivated this examination of the presentation of the region in 12 social studies textbooks. In order to determine if each text's treatment of Central America was representative of the entire book, three regions, Canada, Mexico, and the Caribbean were selected for comparison purposes. The Evaluation Coefficient (ECO) analysis technique was used to determine the attitudes conveyed. To analyze the illustrations, the McDiarmid and Pratt procedures for identifying stereotypes in textbook illustrations were adapted. An evaluation system, developed by F. P. Hunkins and adapted from Bloom's "Taxonomy of Educational Objectives," was used to analyze the text questions and their distribution across six cognition levels: knowledge, comprehension; application; analysis; synthesis; and evaluation. Each textbook's treatment of major events and conditions in Central America was compared to protocols developed from current scholarship on the geography, early civilizations, the Spanish conquest and colonization, recent history, and current events and conditions of each of the seven nations. A summary of the study indicated that: (1) the ECO analysis was neutral to positive; (2) illustrations were more limited in range and number of pages for Central America than the comparison areas; and (3) cognition levels were generally low, with the knowledge level predominating. A six-item reference list is included. (DJC)

ED 299 212

SO 019 362

Foyle, Harvey C.
Homework Variety: A Way To Educational Excellence.
PUB DATE- 23 Nov 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (65th, Chicago, IL, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Assignments; Basic Skills; Critical Thinking; Elementary Secondary Education; Excellence in Education; *Homework; Learning Processes; *Social Studies; *Worksheets

Variety in homework is one way to achieve educational excellence in social studies. The twin social studies goals of teaching basic knowledge and teaching reasoning/critical thinking skills are accomplished by providing variety. In accordance with Lee and Pratt's homework taxonomy, homework can be placed under one of the following: preparation, practice, extension, or creativity. The goal of teaching basic knowledge is emphasized through factual recall (preparation) and basic skills (practice). The goal of teaching reasoning/critical thinking skills is emphasized when the application of the classroom lesson occurs through transference (extension) and synthesis (creativity). The document's appendices include: (1) "The Effects of Preparation and Practice Homework on Student Achievement in Tenth-Grade American History" (H. C. Foyle) and the homework form used in this study; (2) a week-long homework assignment form; (3) a fiction book report form; (4) a non-fiction book report form; (5) a magazine article report form; (6) a television program critique form; (7) a news comparison form; (8) an oral report grading sheet; and (9) a vacation homework form for elementary students. (DJC)

ED 299 228

SP 030 589

Beal, Rayma K., Ed.; Berryman-Miller, Sherrill, Ed.
Dance for the Older Adult. Focus on Dance XI.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.
REPORT NO.- ISBN-0-88314-385-2
PUB DATE- 88
NOTE- 176p.; Photographs may not reproduce clearly.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, 44 Industrial Park Center, Waldorf, MD 20601 ($12.95 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Development; *Dance; *Educational Resources; *Older Adults; Physical Fitness; *Program Development; Research
This monograph is a collection of articles designed to expand the information network, identify current programs, and provide research in the field of dance/movement and gerontology. Different approaches, techniques, and philosophies are documented by individuals who are active in the field. Articles are organized into six sections: (1) guidelines for activities with older adults; (2) program models; (3) research; (4) curricular program models; (5) intergenerational dance; and (6) resources. References accompany each article. The sixth section on selected reasons for dance and the older adult identifies: (1) books; (2) special publications; (3) selected articles from periodicals; (4) papers, monographs, proceedings and unpublished manuscripts; (5) masters and doctors degree theses; (6) films, videotapes, slides; (7) records, audiocassettes, manuals; (8) program and resource persons; (9) periodicals; and (10) agencies and organizations. (JD)

ED 299 276

TM 011 894

O'Neal, Sandra
Comprehensive Tests of Basic Skills, Albuquerque Public Schools, Fall 1987: District Report. Grades 3, 5, and 8.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Oct 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Elementary School Students; Grade 3; Grade 5; Grade 8; Instructional Effectiveness; Language Tests; Longitudinal Studies; Mathematics Tests; *Minimum Competency Testing; *Norm Referenced Tests; Reading Tests; Science Tests; Scores; Social Studies; Spelling; *State Programs; *Testing Programs
IDENTIFIERS- *Albuquerque Public Schools NM; *Comprehensive Tests of Basic Skills
Each spring the Comprehensive Tests of Basic Skills (CTBS) battery is administered to students throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding 1987 test results for Albuquerque Public School (APS) students in grades 3, 5, and 8 on the CTBS, a standardized, norm-referenced test. Throughout this report various types of test results are presented that provide data for the modification of the instructional program of the APS. Data for the past 3 years as well as data from a longitudinal study of matched, intact groups of students are presented. Areas tested include reading, spelling, mathematics, language skills, reference skills, science, and social studies. Results indicate that: (1) test scores for each grade level of APS students are better than scores of students in the national norming population for almost every content area; (2) APS students generally score in the higher percentile ranges on most subtests; and (3) school by school data provide insights into students in various comparison groups and student attendance and stability rates for each school. Seven data tables and eight graphs conclude the document. (TJH)

ED 299 290

TM 012 066

Renfroe, William; And Others
Longitudinal and Cross-Sectional Study of Special Education Students, 2nd Year Report, 1986-87. Publication No. 505.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jul 87
NOTE- 113p.; This paper is the second of five annual reports.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; College Preparation; *Cross Sectional Studies; Data Collection; Disabilities; Dropouts; Educational Counseling; Followup Studies; Grade 10; Grade 11; Grade 12; High School Graduates; High Schools; *High School Students; *Longitudinal Studies; *Special Education; Special Health Problems; Vocational Education
IDENTIFIERS- *Los Angeles Unified School District CA
This longitudinal study provides the Los Angeles (California) Unified School District with information on the educational experience of handicapped minors in high school and on their experiences during the first five years following departure from high school. This report covers the 1986-87 school year, and concerns 760 senior high school handicapped students, representing all disability groups except students with language and speech disabilities and non-categorical disabilities and students under the control of the Assessment Service Center. A total of 102 subjects dropped out of the school by the second year of the study. Focus was on determining whether or not the training provided to handicapped students in high school effectively prepares them for the working world and independent living. Data were generated via a pre-graduation data form, a graduate plans survey, and a graduate follow-up survey. Data on dropouts were also collected. Recommendations based on study findings cover college and career counseling, dropout incidence, and data collection. Twenty-eight data tables and 17 figures are included. Training materials, evaluation forms, and handicap class codes are appended. (TJH)

ED 299 305

TM 012 099

Kane, Michael

Career Ladders for Teachers: A Report of a Feasibility Study of a Career Ladder Program for the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.

PUB DATE- Oct 87

NOTE- 85p.; For a related document, see TM 012 098.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teachers; *Career Ladders; Elementary Secondary Education; Evaluation Methods; *Feasibility Studies; Instructional Improvement; Personnel Evaluation; Professional Development; *Program Development; *Public School Teachers; Teacher Evaluation

IDENTIFIERS- *District of Columbia Public Schools

A convening process was used to study the feasibility of a career ladder program for public school teachers in the District of Columbia. Eight educators from outside the system met on July 13-15, 1987, to analyze problems in the current system concerning: (1) the need to compete for quality teachers; (2) making career opportunities available; (3) the teacher evaluation process; and (4) the professional development program. A comprehensive career ladder program was recommended, which should be: (1) related to student achievement; (2) involve a cross-section of professionals; (3) be tied to district-wide and school instructional improvement goals; (4) be tied to professional performance; (5) built on a valid, reliable, and equitable personnel evaluation system; (6) develop a process for making career advancement decisions; (7) monitor the advancement decision process at the district level; and (8) integrate staff development with personnel evaluation. The goals of the program are to build upon and support student performance goals by improving instruction and providing incentives to teachers to remain in the profession and build their effectiveness. The program should contain a strong beginning teacher support system; serve the developmental needs of experienced teachers; and enhance professional aspects of teaching in the District of Columbia Public Schools. Appendix A describes the convening process. The agenda and a list of the participants of the convening event, and interview questions are appended. (SLD)

ED 299 319

TM 012 324

Tatsuoka, Kikumi K.
Indices To Measure Stability of Rule Application.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 88
NOTE- 34p.
CONTRACT- N00014-86-K-0290
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Cognitive Processes; Elementary Education; Equations (Mathematics); *Hypothesis Testing; Latent Trait Theory; *Learning Strategies; Mathematical Models; Misconceptions; *Psychometrics; *Test Items; Test Wiseness
IDENTIFIERS- *Rule Application; *Slip Probabilities
When learning is taking place, students test their hypotheses and evaluate them, and modify their current theories on the basis of new information. This phenomenon is known as "hypothesis testing view" or "theory changes." Many students change their rules to another while they are taking a test. This study introduced a new concept called "slip probabilities" that quantifies to what extent a students' scores on an item deviates from the pure scores of his/her original rule. Algebraic relationships between this new slip-random variable and the traditional item score variable are discussed. Then, the indices to measure the stability of rule application and to compute the probability of having the perfect application of the rule are introduced and illustrated with a 64-item signed number test, which was given to 153 eighth graders. Thirty-nine erroneous rules of operations were represented by a set of response patterns on 32 items. A new random variable "u" that represents deviations from a pure rule by having a slip of 1 to 0 or 0 to 1 on an item helps explain the volatile cognitive activities that occur while a test is taken. Six data tables and seven graphs complement the text. (Author/SLD)

ED 299 333

UD 026 323

Jonas, Edward D., Jr.; Amuleru-Marshall, Nancy
The Atlanta Public School's Dropout Initiative: A Demonstration Project.
Atlanta Public Schools, Ga.
PUB DATE- Jun 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Dropout Programs; *Dropout Research; Elementary Secondary Education; High Risk Students; Parent Participation; *Program Descriptions; Program Development; *Program Proposals; Research Design; School Holding Power; Self Esteem; Staff Development; Urban Education
IDENTIFIERS- *Atlanta Public Schools GA
This project proposes the development and implementation of a model system for collecting, documenting, and reporting to the Atlanta (Georgia) Board of Education information that will indicate the number, ages, and grades of students dropping out of the Atlanta Public School System (APS). Furthermore, this project will demonstrate an effective systemic model for the early identification of at-risk students and the provision of programmatic interventions designed to preclude their dropping out. The following aspects of the project plan are discussed: (1) management; (2) early identification; (3) instructional adaptations; (4) behavior management; (5) "Celebration of Us," a self-esteem building program; (6) tutorials; (7) homework center; (8) Saturday school; (9) parental involvement; (10) certificate of merit; (11) support services; (12) alcohol and drug abuse prevention program; (13) health care; (14) education for employment; (15) staff development and training; (16) evaluation. As a result of this project, the APS will have in place the following: (1) an accurate student accountability prototype; (2) a process for the early identification of at-risk students; and (3) a successful systemic model for ameliorating the APS dropout problem. Overall management and coordination of this project belong to the APS-established Office of Dropout Prevention and Recovery; the project planning and advisory group is the Atlanta Collaborative for Dropout Prevention. (BJV)

ED 299 346 UD 026 395

Project Discovery: College Option Orientation Program. FIPSE Final Report.
Total Action Against Poverty, Inc., Roanoke, VA.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 73p.
GRANT- G008302717
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admissions Counseling; College Admission; College Bound Students; College Day; *College Preparation; College School Cooperation; *Community Programs; Cooperative Programs; Demonstration Programs; Economically Disadvantaged; *Educational Counseling; Ethnic Groups; Federal Programs; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; *Low Income Groups; *Minority Groups; Program Evaluation; Secondary Education; *Secondary School Students; Urban Education
IDENTIFIERS- Fund for Improvement of Postsecondary Education; *Project Discovery; Total Action against Poverty; Virginia (Roanoke)

Project Discovery is a community-based educational intervention program for low income and minority students. It operates outside the traditional public education system. The following projects comprise the program: (1) Project Discovery for ninth to eleventh graders, which is a College Option Orientation program; and (2) Discovery Groups for sixth to eighth graders, which provide peer support. The goal is to make the college option conceivable and achievable for disadvantaged young people. Project Discovery students receive personal attention and academic counseling, and attend a series of workshops on several college campuses, covering study skills, admissions criteria, goal setting, financial aid, and choosing a college. The 1983-86 program, funded by the Fund for Improvement of Postsecondary Education (FIPSE), served 629 students in Roanoke, Virginia, and is being replicated in eight other localities in Virginia. Students served by the program to date are predominantly black (74 percent), female (68 percent), and tenth-graders (55 percent). Sixty-one percent of graduating seniors for whom follow-up was possible are attending college. Students overwhelmingly (98 percent) felt they received much individualized attention and would recommend the program to a friend. Nearly all (99 percent) gave the staff a high or above average rating. The project is now being funded by the Fund for Improvement of Postsecondary Education and the Virginia Department of Education. Three case studies written by counselors, a pamphlet soliciting contributions for the project, and numerous samples of evaluations are included. (FMW)

ED 299 374

UD 026 447

Natriello, Gary; And Others

An Examination of the Assumptions and Evidence for Alternative Dropout Prevention Programs in High School. Report No. 365.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

PUB DATE- Jul 88

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; High Schools; *High School Students; Program Descriptions; Program Effectiveness; Program Evaluation; Research Needs; Urban Education

IDENTIFIERS- Boston Compact; Dropout Prevention Program; Middle College High School NY; STEP Program

This report develops a topology of approaches to high school dropout prevention, and uses it to examine and review the effectiveness of existing programs, and to identify major gaps in current practice and research. Research on dropouts was reviewed to identify the kinds of students who drop out and their reasons for dropping out. Based on this review, a topology was developed of substantive program components, elements that change the environment, and experiences of students that seem to alleviate the students' reasons for dropping out, or to increase the students' motivation to remain in school. The four categories of the topology are the following: (1) success in school; (2) positive relationships in school; (3) relevance of school; and (4) outside interferences. Theories of student motivation to stay in school or drop out, substantive approaches to dropout prevention, and specific dropout prevention programs were then grouped and discussed in relation to the categories of the topology. Conclusions include the following: (1) few evaluation studies of dropout prevention programs meet reasonable scientific standards; (2) despite the many dropout prevention programs being implemented by schools and districts, little is actually known about what works to reduce the dropout rate. Brief descriptions of some of the more comprehensive dropout programs in the country are provided. A brief list of footnotes and a list of 82 references are also included. (FMW)

ED 299 064

RC 016 664

Johnson O'Malley Program Evaluation 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- 86
NOTE- 21p.; For other reports on this program, see ED 291 540 and RC 016 662.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Career Counseling; *Counseling Services; Extracurricular Activities; Needs Assessment; Newsletters; Parent School Relationship; *Program Evaluation; Secondary Education; Secondary School Curriculum
IDENTIFIERS- *Albuquerque Public Schools NM; *Johnson O Malley Act; Parent Committees

During the 1985-86 school year the Johnson O'Malley (JOM) program of the Albuquerque (New Mexico) Public Schools provided supplemental counseling to 349 eligible American Indian students by 5 counselors in 5 target schools and a sixth counselor who, along with the head counselor, served students in grades 6-12 referred from nontarget schools. Objectives included student attainment of competencies listed in the counseling curriculum, staff development, training for the advisory committee, dissemination of information and development of materials. More than half of students served, from both target and nontarget schools, mastered at least five competencies. Counseling staff attended workshops and conferences. Counselors developed 100 activities designed to help implement the JOM counseling curriculum and further revised an existing 100 activities. Six newsletters informed parents of student performance and provided information about policy affecting Indian Education. Four of the five members of the Advisory Committee attended training sessions. Evaluation data including six tables and an appendix support the conclusion that the JOM program met or partially met all objectives. (SKW)

ED 299 078

RC 016 748

Osborne, V. Con; And Others
Retain Who and Why.
PUB DATE- Mar 86
NOTE- 23p.; Paper presented at the Western College Reading and Learning Association Convention (March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Cultural Differences; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Ethnic Groups; *Minority Groups; Multicultural Education; Postsecondary Education; *Potential Dropouts; School Holding Power
IDENTIFIERS- Alberta; *Brigham Young University UT; Grant MacEwan Community College AB; Native Americans; *Pima Community College AZ

While the number of minority students in postsecondary education has climbed since 1970, the rates of minority graduation are still too low. Factors adding to the dropout rate include: inadequate finances, poor academic preparation, low motivation, poor study habits, low basic skills, and low institutional support. This paper describes support programs offered by three institutions to meet the needs of entering minority students. The report begins with a description of programs at Pima Community College, in Tucson, Arizona. Pima lists 16 strategies for maintaining achievement levels while reducing dropout rates. The Grant MacEwan Community College, in Edmonton, Alberta, Canada, expresses concern for American Natives in Canada. Aside from the Indian students attending Grant MacEwan, the college also provides outreach courses to four Indian tribes in the area. The average Native student at the college is profiled, and the report describes a Native Support Group formed during the 1984-85 school year to fulfill emotional and practical needs of Native students. The group organizes field trips, activities and dinners. The existence of Native scholarships is noted and the eventual hiring of a Native counselor at the college is forecasted. In the mid-1960s, Brigham Young University, in Provo, Utah, created several basic education courses exclusively for minority students. While the program currently allows non-minority students to attend the smaller classes, minorities are still served by them. The university also has minority scholarships, academic advisors, ethnic studies, and ethnic student clubs. A bibliography is included. (TES)

ED 299 092 RC 016 769

Yukon Training Strategy. Training for the Future.
Yukon Dept. of Education, White Horse.
PUB DATE- Dec 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Community Colleges; Community Cooperation; *Community Involvement; Cooperative Planning; Cooperative Programs; Disabilities; Disadvantaged; Educational Cooperation; *Educational Development; Educational Opportunities; Foreign Countries; *Government Role; Institutional Autonomy; Job Training; Labor Force Development; Mobile Educational Services; Outreach Programs; *Public Policy; Regional Planning; *Rural Education; Rural Extension; Rural Schools; School Community Relationship; Shared Resources and Services; Technological Advancement; *Training Objectives; Work Experience Programs
IDENTIFIERS- *Yukon Territory

This document was created as part of "Yukon 2000," a Yukon government initiative for steering social and economic growth. The expressed intent of the training strategy is to direct government efforts toward preparing people for existing and potential employment in the Yukon. In some areas, the strategy confirms program directions already in place. In others, where the goals are not so easily identified, commitments are made for further work or study. The strategy asserts that Yukoners should be given ample opportunity to make decisions concerning their training programs. The document also stresses the need for accessible, high-quality training that is applicable to the workplace. The strategy calls for increased autonomy for the Yukon Community College, a goal of pending legislation. The document outlines plans for a cooperative program by government and industry to determine and meet rural training needs. To supplement services offered by its Community Learning Centres (CLCs), the government has established three mobile training units. The document expresses commitment for increasing the local control of CLCs. The strategy also calls for more career counseling services, especially for youth, women, Indian People, and the disabled. Several government initiatives for identifying and removing barriers to training for these groups are discussed. Plans for high-technology training for rural areas also are discussed. CLCs or rural businesses might be considered as potential classroom centers. (TES)

ED 299 107

SE 049 603

Safety Issues at the DOE Test and Research Reactors. A Report to the U.S. Department of Energy.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 88
NOTE- 151p.; Contains drawings and colored photographs which may not reproduce well.
CONTRACT- DE-FG01-86ER35012
AVAILABLE FROM- National Research Council, Commission on Physical Sciences, Mathematics, and Resources, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accident Prevention; Engineering; Higher Education; *Mechanics (Process); Nuclear Energy; *Nuclear Physics; Nuclear Power Plants; *Nuclear Power Plant Technicians; *Nuclear Technology; Radiation Effects; Safety; Science Education; *Scientific Research
IDENTIFIERS- Department of Energy; National Academy of Sciences; *Nuclear Engineering; Nuclear Reactors; Nuclear Wastes

This report provides an assessment of safety issues at the Department of Energy (DOE) test and research reactors. Part A identifies six safety issues of the reactors. These issues include the safety design philosophy, the conduct of safety reviews, the performance of probabilistic risk assessments, the reliance on reactor operators, the fragmented character of the DOE management structure, and the safety implications of the current budgetary climate. Part B provides an assessment of technical issues to each of five reactors, such as: (1) Advanced Test Reactor (ATR); (2) Experimental Breeder Reactor II (EBRII); (3) Fast Flux Test Facility (FFTF); (4) High Flux Beam Reactor (HFBR); and (5) High Flux Isotope Reactor (HFIR). Each section includes the recent operating history and conclusions and recommendations on the technical issues. Over 400 documents are listed in the bibliography grouped by kind of reactor. Appendices include a "Statement of Task" by DOE and National Academy of Sciences-National Research Council and "Biographical Sketches of the Members." (YP)

ED 299 121

SE 049 642

Multi-Material Recycling Manual. The Keep America Beautiful System. Revised Edition.
PUB DATE- 87
NOTE- 116p.
AVAILABLE FROM- Keep America Beautiful, Inc., 9 West Broad Street, Stamford, CT 06902 ($44.00 including postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Conservation (Environment); *Environmental Education; Natural Resources; Program Descriptions; *Program Development; Program Implementation; *Recycling; Science and Society; Science Education; *Solid Wastes
IDENTIFIERS- *Keep America Beautiful

Solid waste management ranks third after schools and roads in most municipal budgets in the United States. Maximizing the separation of recyclable materials that can be reused may offer the highest priority and best use of our waste and should receive high priority in a solid waste management plan. This manual deals with the recycling of material that has gone through its useful life. Industrial waste is not included. It is based on the organizing techniques proven successful through the Keep America Beautiful (KAB) System. Topics include the KAB system, developing programs, and recycling of: (1) aluminum; (2) paper; (3) glass; (4) plastics; (5) scrap iron and steel; (6) used tires; (7) used oil; and (8) composting. Each topic is discussed in terms of background, markets, material characteristics, resources, and references. Appendices include a discussion of how to design a recycling center, a glossary of terms, a section on recycling equipment including a company and equipment directory, a list of recycling organizations, officials, and programs; and a list of "Keep America Beautiful, Inc., Corporate Sponsors 1986-1987." (CW)

ED 299 246

SP 030 626

Bell, David; Roach, Patricia B.
Moonlighting--Arkansas Style.
PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Association of Teacher Educators Summer Workshop (Starkville, MS, August 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Labor Market; Low Income States; *Multiple Employment; *Part Time Employment; *Public School Teachers; Teacher Attitudes; Teacher Employment; *Teacher Salaries; Underemployment
IDENTIFIERS- *Arkansas
This statewide study concerning salary supplementing activities of Arkansas public school teachers is based on a sample of approximately 1,500 teachers who completed a 33-item questionnaire. Foremost among the concerns of the researchers were such topics as: (1) How many teachers are working outside the field? (2) How much time is spent in these extra activities? (3) What kinds of activities are teachers involved in; and (4) Why do teachers hold a part-time job? Respondents were primarily married females under the age of 40 who were married to working spouses; however few of their spouses were teachers. Thirty-eight percent of the teachers surveyed worked in order to gain extra-contractual income. Although slightly more than one-third of the teachers were involved in extra-contractual activities, over one-half of those not working at extra jobs would work at an outside job if jobs were available in their geographic area. The jobs at which teachers worked included the usual in-school activities of coaching, bus driving, and tutoring. Activities outside the school did not fall into any category except that of low pay. Outside-school jobs included child care, waiter-waitress, sales clerk, and garbage collector. (Author/JD)

ED 299 138

SE 049 663

Beins, Bernard C.
Student Knowledge of Statistics: To Know Is To Do.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 27-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Mathematics; Comprehension; Computation; Concept Formation; *Difficulty Level; Educational Research; Higher Education; *Knowledge Level; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; Performance; *Statistics
Students in a college introductory statistics class were evaluated with conceptual and computational tests and the relationship between their levels of knowledge on the two forms of testing was assessed. There were significant correlations between their abilities to perform computations and to answer more conceptual questions on individual tests and across separate tests, for the final examination, and for the total number of points earned throughout the semester. The correlations indicate that the two styles of testing provide partially redundant, but not totally overlapping, information about student knowledge. Further, although student averages did not differ in the two types of tests, they seldom preferred only conceptual tests of their knowledge, judging the computational tests a better means of evaluation. Applications of these results extend to prediction of missing test scores and to the testing of students for whom English is a second language. (Author)

ED 299 153

SE 049 678

Burgdorf, Kenneth; Chaney, Bradford
Academic Research Equipment in Selected Science Engineering Fields: 1982-83 to 1985-86.
Westat, Inc., Rockville, MD.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- SRS-88-D1
PUB DATE- Jun 88
NOTE- 181p.; Graphs, charts and tables with small print may not reproduce well.
CONTRACT- NSF-SRS-860837
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Educational Facilities; Engineering Education; *Equipment; Equipment Maintenance; Equipment Utilization; *Facility Inventory; Higher Education; *Laboratory Equipment; Property Accounting; Science Education; *Science Equipment; *Statistical Surveys
This report presents information for identification of the national trends in the amount, age, loss, condition, and perceived adequacy of academic research equipment in selected science and engineering fields. The data were obtained from a stratified probability sample of 55 colleges and universities and from a separately selected sample of 24 medical schools. Discussions are included on these trends: (1) by type of institution; (2) physical and environmental sciences; (3) engineering, computer science, and materials science; and (4) biological and agricultural sciences. Included are data related to the amount of academic research equipment, fund sources for the equipment, quality of the equipment, patterns of equipment usage, and maintenance and repair of the equipment. Appendices include technical notes, tables, a questionnaire, data sheets, adjustment methodology, sampling errors, and trends in numbers of institutions. (YP)

ED 299 168

SE 049 727

Nurturing Science and Engineering Talent. A Discussion Paper.
National Academy of Sciences, Washington, DC.
Government-University-Industry Research Roundtable.
PUB DATE- Jul 87

NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Education; College Science; Educational Demand; Employment Opportunities; *Employment Patterns; *Engineering Education; *Graduate Study; Higher Education; Occupational Information; *Science and Society; Science Education; Secondary Education; Secondary School Science; Technology; *Undergraduate Study
IDENTIFIERS- Science Education Research

The Government-University-Industry Research Roundtable was created to provide a forum where scientists, engineers, administrators, and policy makers from government, universities, and industry can come together on an ongoing basis to explore ways to improve the productivity of the nation's research enterprise. Roundtable Working Group One, which deals with issues relating to the development, identification, recruitment, and retention of science and engineering talent, has been examining the broad outlook for science and engineering talent. Three themes dominated the group's deliberations: the status of the science and engineering talent pool, factors affecting decisions of students to pursue science and engineering careers, and the effectiveness of special programs to nurture science and engineering talent. This paper was drafted as a vehicle for discussions with organizations and individuals that can have a direct role in the policies and operation of the educational system. Through such discussion, the Working Group hopes to stimulate actions that will enhance the quality and quantity of students electing to pursue science and engineering careers. The specific actions will vary by target audience and by sponsoring group. The Working Group hopes that the sections of this paper on Career Choice and on Interventions will provide a starting point for the design of appropriate strategies for action. (CW)

ED 299 183

SO 019 307

Koh, Tong-He; Koh, Soon D.
Cognitive and Affective Adaptation of Korean American School Children in Chicago: Service and Research Priorities.
PUB DATE- 27 Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Asian Studies (San Francisco, CA, March 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Behavior Disorders; Elementary Secondary Education; *Korean Americans; *Learning Problems; *Needs Assessment; Research Needs; Services; Student Problems
IDENTIFIERS- *Illinois (Chicago)
The purposes of this paper are to: (1) identify learning and adaptive behavior problems that Korean-American students encounter in schools by reviewing psychological evaluation data collected from them; (2) evaluate the extent to which these problems are addressed; and (3) recommend service and research needs in relation to these problems. One hundred seventy-nine Korean-American children from Chicago and surrounding suburban schools were psychologically evaluated between 1978 and 1986. The data indicate that learning problems were well identified, and that children were provided appropriate educational services to remediate these problems, but psychological and emotional problems were unidentified by teachers and were not treated by the schools or community health agencies. Training teachers and counselors to identify psychological problems and instituting primary mental health activities in the schools need to be given high priority, and valid, reliable, and sensitive cognitive and personality assessment techniques for future research should be developed. Tables and 18 references are included. (JHP)

ED 299 229

SP 030 593

National High Blood Pressure 12-Month Kit. May 1988.
National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD. National High Blood Pressure Education Program.
PUB DATE- May 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Resources; Heart Rate; *Hypertension; *Information Sources; *Medical Care Evaluation; Physical Health; *Preventive Medicine; Special Health Problems

Part I of this kit provides information for program planners and health professionals on ways to overcome barriers to health care among the medically underserved, promote high blood pressure control through the media and other community channels, and improve adherence to treatment among hypertensive patients. It lists additional resources for information, publications and other services, and highlights ideas and efforts of specific community programs and health practitioners across the country. Part II provides reproducible materials suitable for distribution to professionals and consumers. These resources include handouts on nutrition, exercise, smoking, home blood pressure measurement devices, and the latest data on hypertension. Materials in Spanish are included as well as items in large print for the visually impaired. Part III is a combined evaluation and order form. (JD)

ED 299 263 TM 011 100

Thorstad, G.

The Construction of the Plan of a House Test and an Investigation into Some of Its Developmental Implications in Children.

PUB DATE- 86
NOTE- 29p.; 29 pgs.; Paper presented at the Annual Conference of the British Psychological Society (1986).
AVAILABLE FROM- The Tavistock Clinic, Childhood and Family Department, Tavistock Center, 120 Belsize Lane, London NW3 5BA, England (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Development; Children; *Developmental Stages; Elementary Secondary Education; *Emotional Disturbances; *Freehand Drawing; Intellectual Development; *Piagetian Theory; Psychometrics; Structural Elements (Construction); *Test Construction; Test Interpretation
IDENTIFIERS- Horizontality (Concept); *Plan of a House Test; Proportionality Scheme; Verticality (Concept)

In order to construct a plan drawing test for emotionally disturbed children, 1,250 children from 6 to 15 years old were asked to draw plans of their houses. Forty items in this cross-sectional sample illustrate a regular and rapid increase with age from the purely vertical pictures of houses at 6 years to the mainly horizontal representations at 13 years. This development took place in four stages: (1) Stage I--when children passed from drawing a vertical picture of the exterior of the house to drawing just the ground floor of the interior; (2) Stage II--when children drew the rooms horizontally and generalized this solution of the problem to other parallelepipeds; (3) Stage III--when unidentified interior space was eliminated; and (4) Stage IV--when the concept of proportion was incorporated. An ability at Stage II to draw rooms horizontally somewhat corresponds to an understanding of vertical and horizontal space. Results with 20 boys and 20 girls (aged 8-9 years) concerning the Piagetian tasks of verticality, horizontality, and Euclidean space show that the associations between the tasks and drawing a plan horizontally were higher for girls than boys. Appendices present: the scoring system with reproduced drawings; graphs showing the percentages of students passing each item; a table listing the order of ages at which 50% of the children successfully passed; and illustrations of typical plans of the four stages from ages 7 through 13 years. (SLD)

ED 299 277

TM 011 897

Kaemper, Jack; Morse, Kathy
Chapter 1 Support for Instructional Development, 1986-87.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Jan 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Elementary Education; Full Time Equivalency; *Inservice Teacher Education; *Instructional Development; *Literacy; Principals; *Program Evaluation; Resource Allocation; *Staff Development; Teacher Attitudes
IDENTIFIERS- Albuquerque Public Schools NM; *Education Consolidation Improvement Act Chapter 1
Six of the 39 Albuquerque (New Mexico) Public Schools' Chapter 1 participating schools, as part of the school-based budgeting process, allocated a portion of their Chapter 1 resource allocation for on-site intensive staff development activities. Three schools--Alamosa, Chaparral, and Duranes--agreed to utilize the time of a Support for Instructional Development (SID) resource teacher equal to two-tenths (0.2) of a full-time equivalent (FTE) teacher. Three other schools--Griegos, Lavaland, and Navajo--contracted for one-tenth (0.1) FTE SID position each. The SID component provided staff inservice activities for 154 teachers, administrators, and other school personnel. These program participants served a total of 637 Chapter 1 students and were involved in activities that focused on the educational needs of these children. The principals and participants who completed feedback questionnaires (N=70) felt very positive about their involvement with SID; however, their comments indicated that the inservice component might be spread too thin and schools were not being served for long enough periods. It was also noted that a few participants were served who were not eligible for service since they did not have Chapter 1 students in their caseloads. In the future, this situation must be avoided if the project application continues to limit the service to teachers of participating Chapter 1 children. Participant and principal feedback questionnaires are attached. (Author/SLD)

ED 299 291

TM 012 069

Allen, Henriette L.; Tadlock, James A.
Disaggregating Pupil Performance Scores: Evaluating School Effectiveness.
Jackson Public Schools, MI.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Family Characteristics; Minimum Competency Testing; Minority Groups; Pass Fail Grading; Racial Factors; School Districts; *School Effectiveness; Scores; Sex Differences; Social Class; Socioeconomic Status; *Statistical Analysis
IDENTIFIERS- *California Achievement Tests; *Disaggregation (Data)
This report describes various components of the process of disaggregating student achievement data and provides examples of each component. Information is provided to allow school districts to conduct their own school effectiveness evaluation. Results of the California Achievement Tests form one of the bases of the analysis. The underlying question concerns whether school districts are effectively delivering instruction to students from every major social group. The most basic process that is illustrated delineates the percentage of students in each social class achieving minimum mastery. The most advanced model will demonstrate the independent and interactive relationships among social class, gender, family structure, and race. Criterion measures include standardized test results and course grades. Data are tabulated for approximately 8,000 students in grades 4, 6, 7, and 8 in the Jackson (Mississippi) Public School District. (TJH)

ED 299 320

TM 012 325

Tatsuoka, Kikumi K.
Toward an Integration of Item-Response Theory and Cognitive Error Diagnoses.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 87
NOTE- 70p.; This paper is a chapter in the book "Diagnostic Monitoring of Skill and Knowledge Acquisition," Frederiksen, Glaser, Lesgold, and Shafto (Editors); and is based on a paper presented at the Educational Testing Service Conference (Princeton, NJ, July 1986).
CONTRACT- N00014-82-K-0604
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bayesian Statistics; *Cognitive Processes; Elementary Education; Equations (Mathematics); *Latent Trait Theory; Misconceptions; *Problem Solving; *Psychometrics; Test Construction
IDENTIFIERS- *Error Analysis (Statistics); Graph Theory; *Rule Space Model

The Rule Space Model, a cognitive error diagnostic methodology, is discussed, and the philosophy behind it is related to the question of what really determines item response curves. The Rule Space approach integrates Item Response Theory and the algebraic theory of databases. An application of Graph Theory is introduced as a way to acquire a list of bugs to be diagnosed--sources of misconceptions, locations of incomplete knowledge, lack of knowledge, or combinations of task attributes relevant to solutions of problem. Rules in the bug information bank are translated into multivariate normal distributions (bug distributions) in the rule space, and their behaviors are discussed in the context of statistical profiles of the bug distributions. The rule space is shown to be useful in diagnosing different strategies adopted by students for solving the same problems, as well as in diagnosing individual cognitive errors. Diagnoses are carried out using Bayes' decision rule for minimum error after computing Mahalanobis distances of the students' point to the centroids of ellipses representing the bug distributions. Ten figures and five tables are provided. A list of 89 references concludes the document. (Author/SLD)

ED 299 334

UD 026 324

Orfield, Gary; Monfort, Franklin
Racial Change & Desegregation in Large School Districts: Trends through the 1986-1987 School Year.
National School Boards Association, Washington, DC. Council of Urban Boards of Education.
PUB DATE- Jul 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; Civil Rights Legislation; Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; Hispanic Americans; *Minority Groups; Neighborhood Schools; Racial Balance; Racial Composition; Racial Distribution; *Racial Integration; *School Demography; *School Desegregation; School Policy; Suburban Schools; *Urban Schools; Urban to Suburban Migration; White Students

Dramatic changes in the size and racial composition of the nation's largest urban school districts are indicators of an increasingly multiracial and highly segregated society. Data were analyzed from the 1986-87 and 1984-85 Department of Education computer tapes containing the enrollments by race of 36,000 schools from 3,400 districts nationwide. All districts that had more than 19,000 students and at least 50 students of any minority group enrolled were examined. Major declines in overall White enrollments have occurred, reflecting changes in the national birthrate. A number of the largest districts have experienced particularly acute White declines. Contrary to earlier expectations, White districts losing White enrollment have seldom become virtually all Black. Most are becoming more multiracial, showing heavy increases in Hispanic and Asian enrollments. These changes do not appear to be linked to any particular type of school desegregation plan or neighborhood schools approach. Trends in racial segregation patterns from 1967 to the present show that Black and Hispanic students in big city school districts are usually highly segregated from White students. For Blacks, the data show pattern changes that appear to be related to desegregation orders, the initial racial composition of the district, and demographic changes. Hispanics in central cities with significant Hispanic enrollments have become more segregated with virtually no exceptions. Extensive statistical data are included on 22 tables. (FMW)

ED 299 361 UD 026 421

Colman, Rosalie Marson; And Others
The Connecticut-Haitian Connection: Development and Educational Exchanges between the Caribbean and New England. Area Studies Resource Guides Number Nine.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-514
PUB DATE- 88
NOTE- 16p.; Panel on "Strategic Planning for Education in the Caribbean" at the Annual Conference of the Caribbean Studies Association (13th, Pointe-a-Pitre, Guadeloupe, F.W.I., May 25-29, 1988).
AVAILABLE FROM- I.N. Thut World Education Center, Box U-93, School of Education, University of Connecticut, Storrs, CT 06268.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Organizations; Community Role; Cultural Awareness; *Ethnic Groups; Foreign Countries; *Haitians; Medical Services; *Minority Group Influences; Minority Groups; *Outreach Programs; Poverty Programs; *Refugees; Urban Culture; Urban Demography
IDENTIFIERS- *Connecticut; *Foreign Aid; Haiti

The Connecticut Haitian American community has recently become large enough and sufficiently well established to develop programs to assist economic and educational development in the Republic of Haiti. Southern Connecticut became a destination for large numbers of Haitian emigrants and political refugees in the 1950s, in 1964, and again in 1971. Data on the number of Haitians in Connecticut are difficult to compile because many are unregistered aliens, but communities have developed in the urban areas of sufficient size to have an impact on the public schools and Catholic Church in Stamford, Norwalk, and Bridgeport. Recently organized Haitian American community projects include the following: (1) Hunger Relief and Development, Inc., designed to provide direct food, medical, and educational aid to the disadvantaged in Haiti; (2) the Haitian Ministries Office, a Catholic Church-sponsored organization designed to provide services to the poor in Port-au Prince, Haiti; (3) the Connecticut Haitian American Society, Inc., designed to educate Americans about Haiti and to preserve Haitian culture in the United States; and (4) University of Connecticut programs, designed to provide colloquia on Haitian affairs, field trips to Haiti, and training for health care personnel in Haiti. Two maps and a short list of references are included. (FMW)

ED 299 198

SO 019 341

Dollar Points.
Federal Reserve Bank of Boston, Mass.
PUB DATE- 75
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consumer Education; Money Management; Presidents of the United States; *Symbolism; United States History
IDENTIFIERS- Federal Reserve System; *Money; Seals (Printing)

The purpose of this pamphlet is to teach the value of money, to understand the numbers and symbols on U.S. dollar bills, and to provide the history and facts behind U.S. currency. The following words, symbols, or numbers on dollar bills are identified: (1) legal tender; (2) Federal Reserve Note; (3) Federal Reserve Bank's seal and code letter; (4) treasury seal; (5) serial numbers; (6) faceplate numbers and letters; (7) series identification; and (8) the portraits and the designs. Points of interest, other types of U.S. currency, and the Great Seal of the United States are also explained. (DJC)

ED 299 213

SO 019 365

Wood, Robert W.; And Others
Geographical Knowledge of University Elementary Education Majors.
PUB DATE- Jun 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; Maps; *Minimum Competency Testing; *Preservice Teacher Education; Statistical Analysis; Tests; *World Geography
IDENTIFIERS- *University of South Dakota
In response to recent concern about geographical illiteracy, a survey designed to determine specific knowledge about the locations of bodies of water, countries, and cities was distributed to 158 elementary education majors at the University of South Dakota (Vermillion). The results of the survey revealed: (1) only 65 percent correctly located the bodies of water; (2) only 41 percent correctly located the countries; (3) only 30 percent correctly located the cities; and (4) males scored slightly higher than females. The appendices include the survey test, the corresponding maps, and the instructions for administering the survey. Statistical tables are also included. (DJC)

ED 299 306

TM 012 103

Amsler, Mary; And Others
An Evaluation of the Utah Career Ladder System.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Utah State Office of Education, Salt Lake City.
PUB DATE- Jan 88
NOTE- 178p.
CONTRACT- 0377-01-01; OERI-400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Career Ladders; Elementary Secondary Education; Mail Surveys; Merit Pay; Principals; *Professional Development; *Program Evaluation; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Salaries
IDENTIFIERS- Telephone Surveys; *Utah Career Ladder System

The Utah Career Ladder System was evaluated, in an effort to provide policy options for Phase II of the Career Ladder implementation in Utah and present policy recommendations. Five major data collection efforts were made: (1) analysis of district career ladder plans from 1985-86 through 1987-88; (2) a telephone survey of Utah's 40 superintendents and school board presidents; (3) a mail survey of all principals (response rate of 68%) and a random sample of 1,500 teachers (response rate of 63%); (4) a fiscal analysis of teacher salary distribution in 10 districts employing 12,817 teachers; and (5) case studies of career ladder implementation in 12 districts. Strong support was found from superintendents, principals, and teachers for continuing the system. Teacher compensation was being differentiated on the basis of teaching excellence and responsibilities. The single greatest effect of the system was more frequent and effective evaluations. Twelve tables complement the text. Appendices include tabulated survey findings and the research instruments. (SLD)

ED 299 065 RC 016 686

Foster, Karen; And Others
The Effects of Alaska's Economic Recession on Anchorage Households.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- May 88
NOTE- 33p.; Some graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Community Study; *Economic Change; Economic Climate; Economic Factors; Economic Status; *Employment; Financial Problems; Homeowners; *Housing; Housing Needs; Housing Opportunities; *Population Trends; Quality of Life; *Relocation; *Urban Demography
IDENTIFIERS- *Alaska (Anchorage)
This publication is based on two surveys of the same Anchorage, Alaska households taken in June and November 1987 to study the effects of a strong recession of the previous two years. Different kinds of households were queried about household incomes, housing status, members' occupations, moving plans, and expectations about the financial future. Results showed that close to 13% of the households had left Anchorage in the interim months. Those who left were more likely to be young renters, out of work, in the military or to have lived in Anchorage relatively few years. Nearly half of single-family homeowners had paid more than their homes were worth at the time of the survey and many condominium owners owed more than their properties were worth. Half the renters surveyed said they were considering buying homes in Anchorage. More than 65% of renters had moved into Anchorage within the previous 18 months. Only 7% of homeowners had plans to move within the city in the coming year. Longtime residents and people who came to Anchorage during the boom years of the early '80s were among those hardest hit by the recession. Many were affected by the real estate slide. New arrivals were the clear winners. Most came with jobs, housing was cheap, and they were optimistic about their financial futures. Anchorage residents generally became more optimistic about the economy between June and November. The document includes tables, charts, endnotes, and a list of other Institute of Social and Economic Research publications. (TES)

ED 299 108

SE 049 604

Safety Issues at the Defense Production Reactors. A Report to the U.S. Department of Energy.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 87
NOTE- 285p.; Contains drawings and charts which may not reproduce well.
CONTRACT- DE-FG01-86ER35012
AVAILABLE FROM- National Research Council, Commission on Physical Sciences, Mathematics, and Resources, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; Engineering; *Mechanics (Process); *Nuclear Energy; Nuclear Physics; *Nuclear Power Plants; *Nuclear Power Plant Technicians; Nuclear Technology; Radiation Effects; *Safety; Safety Education; Science Education
IDENTIFIERS- *Department of Energy; Nuclear Engineering; Nuclear Reactors; Nuclear Wastes; *Nuclear Weapons

This report provides an assessment of safety management, safety review, and safety methodology employed by the Department of Energy (DOE) and private contractors. Chapter 1, "The DOE Safety Framework," examines safety objectives for production reactors and processes to implement the objectives. Chapter 2, "Technical Issues," focuses on a variety of potential vulnerabilities to severe accidents including acute aging phenomena, evaluation of potential accidents, power operating limits, confinement systems, and the treatment of radioactively contaminated liquid effluents at the reactors. Chapter 3, "Strengthening the Technical Basis of Reactor Safety Management," identifies ways in which the DOE approach to management of the safety of the reactors can be improved. Each subsection consists of conclusions and recommendations. Over 500 documents are listed in the bibliography. Appendices include a task statement; a list of documents about power operating limits; technical discussions on confinements, aging, effluents, cermet fuel, hydrogen generation during accidents, and the DOE safety system; safety-related provisions; and an introduction of committee members. (YP)

ED 299 122 SE 049 643

Energizers: A Guide to the Best in Energy Education Materials for Middle Grades.
Massachusetts Audubon Society, Lincoln.
SPONS. AGENCY- Massachusetts Executive Office of Energy Resources, Boston.
PUB DATE- Jan 85
NOTE- 108p.; For upper secondary grades guide, see SE 049 644. Drawings, graphs, charts and small type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Energy Education; Environmental Education; Junior High Schools; *Middle Schools; Objectives; Science Education; *Science Materials; Secondary Education; *Secondary School Science; Teaching Guides

This resource guide has been prepared to help middle school personnel infuse energy education into the basic education program of grades 6-8. The resource guide has two major sections. The first deals with the "why, what, when and where" questions of energy education including a set of objectives and concepts relative to energy education at the middle school level. The second section addresses the "how" question and includes annotated listings of curriculum guides, periodicals, organizations interested in energy education, audio visual materials, computer software, and Massachusetts energy statistics. (CW)

ED 299 247

SP 030 629

Clark, Christopher P.
Communication Methods for Health Workers To Use When Teaching in the Third World.
PUB DATE- Apr 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; *Change Strategies; *Communication Skills; Cultural Influences; *Developing Nations; *Health Education; Medical Evaluation; Medical Services; *Program Development; Program Evaluation; *Teaching Methods
This paper addresses the training of health workers to become more effective communicators and teachers in third world countries. The first part introduces the health worker to the traditional medicine and cultural beliefs of third world people. Part two on educational psychology deals with helping the health worker manage people's resistance to change, and how to persuade and motivate people to change unhealthy behavioral practices. The third part focuses on creating a positive learning climate, familiarizing the health worker with how to show people a remedy is harmful without offending them, and on how to help people understand new ideas. A variety of teaching methods and aids for the health worker to use is discussed in the fourth part. The final part gives several important reasons for health workers to evaluate the health program and teaching, explains the four basic elements that should be evaluated, and puts the four different types of evaluation into "time" categories. (Author/JD)

ED 299 347

UD 026 400

Marston, John, Comp.
An Annotated Bibliography of Cambodia and Cambodian Refugees.
Southeast Asian Refugee Studies Occasional Papers Number Five.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Dec 87
NOTE- 125p.
AVAILABLE FROM- Southeast Asian Refugees Studies Project, 330 Hubert H. Humphrey Center, 301 19th Ave. South, Minneapolis, MN 55455 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian History; Austro Asiatic Languages; Books; Cambodian; *Cambodians; *Cultural Background; Ethnography; *History; Modern History; Periodicals; *Political Issues; *Refugees
IDENTIFIERS- *Cambodia; Thailand

This 578-entry annotated bibliography is intended for use by people who work with Cambodian refugees in the United States, as well as anyone interested in Cambodian history, politics, and culture. It consists primarily of books and journal articles on Cambodia and Cambodians available in the University of Minnesota library system or that are part of the Southeast Asian Refugees Studies (SARS) Project collection. The largest number of entries pertain to the recent history of Cambodia. Included are materials representing a wide range of political viewpoints, and when possible have indicated political bias in the annotations. Some annotations also include references to other works that dispute or criticize the work cited. Broad subject categories are the following: (1) General Works on Cambodia; (2) Ethnography; (3) Antiquities; (4) Other Arts and Culture; (5) Cambodian Literature and Literature about Cambodia; (6) Language and Dictionaries; (7) History--General; (8) History before 1954; (9) History 1954-1970; (10) History 1970 to Present--General; (11) Refugees in Thailand; (12) Cambodians in Countries of Resettlement; and (13) Bibliographies. A limited subject keyword index, and an author index are also included. (FMW)

ED 299 079 RC 016 749

Zielinski, Edward J.
So You Want To Take a Field Trip.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Elementary Secondary Education;
*Experiential Learning; *Field Trips; *Observational Learning;
*Outdoor Education; Parent Participation; *Planning; *Science
Instruction; Student Motivation
Field trips allow students unique access to resources not available in the classroom. Field experiences enhance students' understanding, are a factor in retention, can be motivational, and are essential for the acquisition of basic science skills. Students learn, in a meaningful way, the procedures of setting goals, observing and recording data, and returning to interpret data. Planning a field trip begins with a preparation of objectives linking classroom study to the field experience. Trips need not be long. Many educationally sound trips are possible within the school grounds or within walking distance of the school, and these sorts of trips have the advantages of allowing follow-up visits for extended observation or projects. Such trips also minimize the scheduling and transportation problems associated with other sorts of field trips. The success of most field trips depends on leadership rather than location. Longer field trips require additional planning for educational objectives and for transportation, parental permission, and liability insurance. One adult should accompany each six to eight children. If a tour guide is not hired, the instructor should visit the site in advance. The report includes 10 references, and checklists to decide if the trip is appropriate, to plan the trip, and to follow up and evaluate the experience. (SV)

ED 299 093 RC 016 772

Chandler, Betsy
How Are Kentucky's Children Stacking Up? A County by County Analysis.
Kentucky Youth Advocates, Inc., Louisville.
PUB DATE- Dec 87
NOTE- 287p.; Funding for the publication was provided by the Younger Women's Club of Louisville and Metro United Way Priority Program Fund Committee. Maps will not reproduce well.
AVAILABLE FROM- Kentucky Youth Advocates, Inc., 2024 Woodford Place, Louisville, KY 40205 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; *Childhood Needs; Child Neglect; *Child Welfare; *Disadvantaged Environment; *Disadvantaged Youth; Dropouts; Early Parenthood; Educational Attainment; Expenditure per Student; Housing Deficiencies; Income; *Low Income States; Nutrition; *Poverty; Poverty Areas; Reading Achievement; Statistical Surveys; Welfare Services; Youth Employment
IDENTIFIERS- *Kentucky

In a county by county analysis, this report assesses the quality of life for Kentucky's children. Researchers developed a child quotient (CQ) based on 18 indicators: per capita income, children in poverty, women receiving inadequate prenatal care, infant deaths, teens giving birth, substandard dwellings, children in foster care, per-pupil spending, ninth graders' reading level, dropouts, attainment of high school diploma or equivalent by age 25, unemployed 16 to 19 year olds, and children's unmet needs for medical attention, welfare benefits, daycare, food stamps, subsidized school breakfasts, and WIC (Women, Infants, and Children) benefits. The comparative rankings of each of Kentucky's 120 counties on each of the 18 indicators determined county CQs.

Only one county, Boone, had a very good CQ. Five counties, McCracken, Marshall, Daviess, Oldham, and Franklin, had good CQs. Seventeen counties had fair CQs; 16 had poor CQs; and 81 had failing CQs. Arranged by area development districts, county entries provide raw numbers percentages, and rankings for the 18 CQ factors, plus data on an additional 14 indicators. The report includes maps, definitions, and a detailed explanation of the sources and methodology used for each indicator. (SV)

ED 299 154

SE 049 685

Thiessen, Diane; And Others
Elementary Mathematical Methods. Third Edition.
REPORT NO.- ISBN-0-02-390320-1
PUB DATE- 89
NOTE- 684p.; Pages with drawings, charts, and small type may not reproduce well.
AVAILABLE FROM- Macmillan Publishing Company, College Division, 866 Third Avenue, New York, NY 10022.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Arithmetic; *Concept Formation; Elementary Education; *Elementary School Mathematics; Geometry; Higher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; *Methods Courses; *Preservice Teacher Education; Probability; Problem Solving; Ratios (Mathematics); Statistics; *Teaching Methods
This book contains 15 chapters: (1) "Teaching Problem Solving"; (2) "Using Calculators and Computers in Elementary School Mathematics"; (3) "Organizing for Instruction"; (4) "Teaching Numeration of Whole Numbers"; (5) "Teaching Numeration of Common and Decimal Fractions"; (6) "Teaching Addition and Subtraction of Whole Numbers"; (7) "Teaching Multiplication and Division of Whole Numbers"; (8) "Teaching Addition and Subtraction of Common and Decimal Fractions"; (9) "Teaching Multiplication and Division of Common and Decimal Fractions"; (10) "Teaching Measurement"; (11) "Teaching Geometry"; (12) "Teaching Rates, Ratios, Proportions, and Percents"; (13) "Teaching Statistics and Probability"; (14) "Teaching Integers and Their Operations"; and (15) "Teaching Number Patterns and Theory." The two appendices include discussions on "Calculators and Computers" and "Mainstreaming--Can Individual Needs be Met"? The chapters in this book reflect the strands taught in the elementary school mathematics curriculum. Throughout each chapter are collections of problem sets that divide the chapter into sections. A number of these problems are similar to lessons that could be used with elementary school children. (PK)

ED 299 184

SO 019 308

Dilzer, Robert J., Jr.; And Others
World Religions: A Curriculum Guide.
Newton Public Schools, CT.
PUB DATE- 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buddhism; Christianity; Confucianism; Cultural Education; Grade 10; High Schools; Judaism; Religious Differences; *Religious Education; *Religious Factors; Resource Units; Social Studies; Taoism
IDENTIFIERS- Hinduism; Islam; Jainism; Shintoism; Sikhism; *World Religions; Zoroastrianism

This curriculum guide is for a semester length elective course on the world's major religions designed to be used at the 10th grade level in the Newtown Public Schools, Newton, Connecticut. It reviews each religion's origins, historical developments, sacred literature, beliefs, values, and practices while emphasizing the impact of religion on history, culture, contemporary issues and affairs, and the arts. The course units concern primitive religions, Judaism, Zoroastrianism, Christianity, Islam, Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shintoism. Outlined for each unit are objectives, content, text materials, audiovisual materials, and suggested activities. The document also contains a National Council for the Social Studies paper entitled "Including the Study about Religions in the Social Studies Curriculum: A Position Statement and Guidelines" ("Social Education," May 1985) and the following front matter: (1) a description of the Newton Public Schools Social Studies philosophy and goals; (2) Bloom's Taxonomy chart; (3) an outline of the components of the writing process; (4) a speaking, listening, and viewing skills position statement; (5) a list of speaking skills objectives; (6) a list of listening /viewing objectives; and (7) the K-12 Social Studies Scope and Sequence. (DJC)

ED 299 199

SO 019 346

Anderson, Lynne; And Others
Social Studies Curriculum Guide: Kindergarten, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 62p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 347-351.
AVAILABLE FROM- Fort Bend IDS Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Objectives; Curriculum Guides; *Environmental Education; *Family (Sociological Unit); Health Education; Instructional Materials; Kindergarten; Learning Activities; Preschool Education; Safety Education; *Social Studies
This Fort Bend (Texas) social studies curriculum guide for kindergarten covers six six-week periods, and the 29 course outlines include the topics to be covered, the nine main goals and their supporting objectives, and a materials correlation key. The topics include family, the five senses, nursery rhymes, seasons, safety, holidays, transportation, birds, health, important people, animals, nutrition, plants, and environmental issues. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "Alpha Time" (Arista), "Alpha Time: Master" (Arista), "Kindergarten Keys" (Economy), "Language Development Cards" (Economy), Fort Bend Independent School District Kindergarten Units, and "Beginnings" (Lippincott). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 214

SO 019 366

Braveman, Marilyn
Teaching Democratic Values in the Public Schools.
American Jewish Committee, New York, N.Y.
PUB DATE- Apr 88
NOTE- 9p.; Paper originally presented at the Meeting of the National Jewish Community Relations Advisory Council (Los Angeles, CA, February 15, 1988).
AVAILABLE FROM- The American Jewish Committee, Institute of Human Relations, 165 East 56th Street, New York, NY ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Controversial Issues (Course Content); Critical Thinking; *Democratic Values; Learning Strategies; *Moral Development; *Moral Values; Participative Decision Making; *School Role; *Student Development

The values that are the foundations of the democratic system should be defined, taught, learned, and then put into action in the classroom. The issues associated with teaching values are so complex and controversial that many schools avoid dealing with them. These issues include: (1) teaching about religion; (2) teaching about citizenship and values; (3) training in citizenship and the behaviors related to it; and (4) budgeting money and time to teach citizenship education. Some suggestions for what the schools can do include: (1) using participatory decision-making in the classroom; (2) teaching moral reflection; (3) using real life situations from the classroom to encourage moral reflection; and (4) encouraging service to other people. (DJC)

ED 299 230

SP 030 596

Golanty-Koel, Renee

Preservice Programs in the Secondary Schools for Beginning Teachers: Working with the High-Risk Marginal High School Students--Perils and Prospects.

PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; *Dropout Prevention; Higher Education; High Schools; *High School Students; Institutional Characteristics; Minority Groups; Program Development; Student Characteristics; *Student Teachers; Teaching Experience; *Tutoring

A description is given of a program developed to offer first semester student teachers the opportunity to become intensely involved with adolescents through a tutorial program on a high school campus. The object was to enable student teachers to become familiar with adolescent social and learning problems, particularly those of students from lower socioeconomic and minority backgrounds. It also was intended to provide them with some limited teaching experiences through a tutorial which would help illustrate the teaching and learning theories taught in their university classrooms. The program also sought to assist high schools by offering them help through tutorials for remediating high school students, many of whom were minority, with the subsequent result of helping to reduce the high dropout rate in the schools. Appendices include excerpts from the journals of participating student teachers, a questionnaire used in evaluating the program, and a bibliography of writings on dropout prevention. (JD)

ED 299 292

TM 012 071

Taking the Pulse: A Community Conference to Gather Information about School Needs in Hart County: Report of Findings.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88

NOTE- 49p.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; Class Organization; *Community Attitudes; Community Involvement; *County School Districts; Elementary Secondary Education; Gifted; Middle Schools; *Needs Assessment; School Community Relationship; Student Motivation; Teacher Effectiveness
IDENTIFIERS- Citizens Forum; *Hart County School System KY; Needs Assessment Model

To identify which needs of the Hart County schools were most important to community members, a study was undertaken using information from a community needs assessment meeting with 28 citizens in Munfordville (Kentucky) in December, 1987. The information used included the top-ranked 25% of individual need statements and all 71 need statements. This report initially examines the top 17 statements using two methods of analyses. These analyses suggest that community members are more concerned about effective teaching and learning, creation of a middle school and a gifted program, motivation for learning, and classroom organization and supply. For all 71 statements, similar items were divided into 20 categories, average ratings of the statements in each category were reported, and priorities among categories were discussed. This analysis confirms the significance of concerns uncovered by the initial analyses, and suggests that class size may constitute an additional topic of concern. However, this latter topic appears to relate to concerns about middle schools and to classroom organization and supply. The 71 needs statements and a list of the meeting participants are appended. (TJH)

ED 299 123 SE 049 644

Energizers II: A Guide to the Best in Energy Education Materials for Upper Secondary Schools.
Massachusetts Audubon Society, Lincoln.
SPONS. AGENCY- Massachusetts Executive Office of Energy Resources, Boston.
PUB DATE- Aug 86
NOTE- 158p.; For middle grades guide, see SE 049 643. Drawings, graphs, charts and some small type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Energy Education; Environmental Education; High Schools; Objectives; Science Education; *Science Materials; Secondary Education; *Secondary School Science; Teaching Guides

This resource guide has been prepared to help high school personnel infuse energy education into the basic education program of grades 10-12. The resource guide has two major sections. The first deals with the "why, what, when and where" questions of energy education including a set of objectives and concepts relative to energy education at the high school level. The second section addresses the "how" question and includes annotated listings of curriculum guides, periodicals, organizations interested in energy education, audio visual materials, computer software, and Massachusetts energy statistics. (CW)

ED 299 139

SE 049 664

Less is Better. Laboratory Chemical Management for Waste Reduction.
American Chemical Society, Washington, D.C.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- American Chemical Society, P.O. Box 57136 West End Station, Washington, DC 20037 (single copies free; multiple copies $1.00; bulk order prices will be arranged).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Chemistry; *College Science; *Hazardous Materials; Higher Education; *Laboratory Safety; Occupational Safety and Health; *School Safety; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; *Wastes
IDENTIFIERS- American Chemical Society

An objective of the American Chemical Society is to promote alternatives to landfilling for the disposal of laboratory chemical wastes. One method is to reduce the amount of chemicals that become wastes. This is the basis for the "less is better" philosophy. This bulletin discusses various techniques involved in purchasing control, inventory control, surplus chemical exchange, reclamation, and recycling of chemicals. The document is intended for persons responsible for managing hazardous laboratory waste chemicals in industry and education. The last section of this bulletin is devoted to practical examples of minimizing waste through careful and comprehensive planning in teaching and research laboratories. (CW)

ED 299 169

SE 049 728

State Government Strategies for Self-Assessment of Science and Technology Programs for Economic Development. A Report of a Workshop.

National Academy of Sciences - National Research Council, Washington, D.C.; National Academy of Sciences, Washington, DC. Government-University-Industry Research Roundtable.; National Governors' Association, Washington, D.C.

PUB DATE- 10 Apr 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *College Science; *Cooperative Programs; *Government School Relationship; Higher Education; *Program Evaluation; Research Opportunities; *Science and Society; *Self Evaluation (Groups); Technology

Since the beginning of the decade, a significant number of states have initiated science and technology programs to encourage economic growth. Although these programs share some structural similarity, many of the specific details are unique. Among the unique aspects of these state programs are their objectives, organizational elements, relationships to universities, industry, and the federal government, the amount of state support and how it is distributed, and the type of research and/or development that is undertaken. In response to these assessment efforts and to specific requests from the states, the Government-University-Industry Research Roundtable, in association with the National Governors' Association and the National Research Council, held a workshop on April 10, 1987. This report brings together the main issues that arose during the workshop with additional information and ideas provided by the states regarding assessment procedures. The purpose is to provide information on the self-assessment process that will help state program officials determine appropriate measures and mechanisms for assessing their specific programs. (CW)

ED 299 264 TM 011 197

Davis, Todd; And Others
Speededness of the Academic Assessment Placement Program (AAPP) Reading Comprehension Test.
SPONS. AGENCY- Tennessee State Board of Regents, Nashville.
PUB DATE- 9 Jul 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; College Admission; College Students; Community Colleges; Higher Education; *Reading Comprehension; Reading Tests; *State Programs; *Student Placement; Technical Institutes; Test Construction; *Testing Programs; Test Wiseness; *Timed Tests; Universities
IDENTIFIERS- *Academic Assessment Placement Program; ACT Assessment; Response Patterns; *Speededness (Tests)
Whether the time limits of the Academic Assessment Placement Program (AAPP) Reading Comprehension Test of the State Board of Regents (SBR) of Tennessee provide fair treatment for all underprepared students was assessed. Focus was on studying various response patterns and completion rates that indicate whether or not speededness (SP) is critical. Definitions and criteria for test SP and five methods of measuring SP are reviewed. Results of the AAPP testing were studied by age, sex, race, and preparedness as measured by scores on the American College Tests (ACT). The relationship between SP and ability was determined by comparing the completion rates of students with ACT scores above and below 16. Completion rate data for the SBR system allowed comparison of students from four-year institutions, community colleges, and state technical institutions. For the total population of 8,290 taking the test, no substantive indications of SP were found for males or females. Students aged over 21 years had lower completion rates than did younger counterparts. Of the 4,946 white students, 88.9% completed the AAPP, while of the 1,954 black students, only 73.7% completed the AAPP. This was generally true for all campuses in the system. An additional 10 minutes was recommended to allow greater completion of test items. Twenty-six graphs illustrate test results for the different student populations. (SLD)

ED 299 278

TM 011 899

Washington Statewide Assessment General Report: Grades 4, 8, and 10--Fall 1987.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Feb 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Basic Skills; Elementary Secondary Education; Grade 4; Grade 8; Grade 10; Language Tests; Mathematics Tests; Norm Referenced Tests; Public Schools; Reading Tests; *Scores; Spelling; *State Programs; *Testing Programs; Vocabulary Skills
IDENTIFIERS- *Metropolitan Achievement Tests; *Washington Statewide Assessment Program

This report describes the results of the October, 1987, state assessment of basic skills of all Washington public school students in grades 4, 8, and 10. More than 152,000 students were tested using the Metropolitan Achievement Tests, Sixth Edition. The first section of the report describes the general state level results for the involved grades. The second section describes the achievement of selected subpopulations of students. The third section reports results for school buildings based on common school and student characteristics. Subject areas for which basic skills are tested include reading, spelling, language skills, mathematics, and vocabulary. A "box and whisker" plot is used to graphically display the performance of Washington students. Seven data tables and 36 graphs are included. (TJH)

ED 299 307

TM 012 107

Morse, Kathy; Kaemper, Jack
Chapter 1 Early Learning Program (ELP). Evaluation Report, 1985-86.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Mar 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *Educational Assessment; *Followup Studies; Hispanic Americans; *Parent Participation; Pilot Projects; Preschool Children; Preschool Education; *Program Evaluation; Program Implementation; Rating Scales; School Districts
IDENTIFIERS- *Albuquerque Public Schools NM; *Early Learning Program; Education Consolidation Improvement Act Chapter 1
In 1985-86, the Albuquerque (New Mexico) Public Schools, through Chapter 1 funding, entered the final year of a 3-year pilot of Early Learning Programs (ELPs) at four sites in the district: (1) Lavaland; (2) Longfellow; (3) Tomasita; and (4) Alamosa. Four- and five-year-old children (N=272) participated in the pilot program. Seventy-five percent of the students were Hispanic. Evaluation of the program focused on program implementation, parental involvement, and a follow-up of participants. Evaluation questions were developed by the District Early Childhood Specialist, the Chapter 1 Cognitive Language Development Specialists, and the district Director of Elementary instruction in cooperation with the district evaluation specialists assigned to Chapter 1. This evaluation report presents a synopsis of information gathered over the past three years. Data were obtained via: administration of parent, teacher, school staff, principal, and coordinator/specialist questionnaires and interviews; program observation; analysis of demographic documentation and anecdotal records of children and parents; and examination of district-wide data available for participants as they moved into the regular school setting. Results indicate that both children and parents benefited from involvement with the ELPs. The Classroom Profile, the Classroom Environment Checklist, and the Early Learning Program Screening Instrument are appended. (TJH)

ED 299 321

TM 012 349

Marzano, Robert J.; Jesse, Daniel M.
A Study of General Cognitive Operations in Two Achievement Test Batteries and Their Relationship to Item Difficulty.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 47p.
CONTRACT- 400-86-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Cognitive Measurement; *Cognitive Processes; Comparative Analysis; Construct Validity; *Difficulty Level; Elementary Secondary Education; Psychometrics; *Test Items; *Test Validity
IDENTIFIERS- Comprehensive Tests of Basic Skills; *General Cognitive Operations; Stanford Achievement Tests
In this study 6,942 items from two standardized achievement test batteries--the Stanford (Early School Achievement Battery, Achievement Battery, and Test of Academic Skills) and the Comprehensive Test of Basic Skills--were analyzed. Focus was on determining: (1) the extent to which these test batteries included general cognitive operations (GCOs) that are considered important for information processing; and (2) the relationship of the GCOs they contain to item difficulty. It was found that only nine of 22 GCOs were represented in the two tests--retrieval, reference, comparison and contrast, summarizing, inference, ordering, visual matching, transposing, and representing. When item difficulty was regressed on these nine GCOs, it was found that very little of the variance in item difficulty could be accounted for. Three possible interpretations for this weak relationship between the nine GCOs and item difficulty are discussed. Two interpretations imply that GCOs are a valid construct and are important to domain specific tasks. The third interpretation implies that GCOs are an invalid construct since cognition cannot be separated from content. A list of 39 references is attached. Four tables present test results and intercorrelations. (Author/SLD)

ED 299 335

UD 026 331

Schensul, Jean J.
Conceptual Framework for Child Abuse in Latino Communities.
Hispanic Health Council, Hartford, CT.
PUB DATE- 88
NOTE- 42p.
AVAILABLE FROM- Hispanic Health Council, 98 Cedar St. 3A, Hartford, CT 06103 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Abuse; Children; Cross Cultural Studies; Ethnicity; Family Counseling; Family Environment; *Family Problems; Hispanic Americans; Intervention; Migrant Children; Migrant Problems; *Parent Child Relationship; Parent Influence; *Policy Formation; *Puerto Ricans; Research Needs; Sexual Abuse
IDENTIFIERS- Connecticut; Cultural Sensitivity; *Latinos
Puerto Rican children are vulnerable to abuse because environmental and intrafamilial stresses are coupled with the stresses associated with migration from Puerto Rico to the United States. The percentage of abused Puerto Rican children is likely to be higher than in other Hispanic or non-Hispanic populations. This document reviews the following aspects of child abuse in Puerto Rican communities: (1) the social context of contemporary child abuse; (2) definitions of physical and sexual abuse; (3) patterns of abuse; (4) antecedents to abuse in the Puerto Rican community; (5) Puerto Ricans and abuse in Connecticut; (6) Puerto Rican case data: the process of abuse; and (7) cross-cultural conflicts and adolescent abuse: a framework of intervention. Recommendations for intervention strategies are outlined. Policy recommendations are offered in the following areas: (1) research; (2) prevention and treatment programs; (3) the need for trained personnel; (4) the need for training materials; and (5) the need for interagency cooperation. A 30-item list of references is provided. (BJV)

ED 299 362 UD 026 422

Stone, Frank Andrews
Intercultural Education at High Schools in Greater Salt Lake City, Utah: An Ethnographic Inquiry. Urban Education Reports Series Number Seven.
Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-360
PUB DATE- 86
NOTE- 30p.; Prepared for the American Educational Studies Association Convention (Pittsburgh, PA, October 29-November 1, 1986).
AVAILABLE FROM- I.N. Thut World Education Center, Box U-93, School of Education, University of Connecticut, Storrs, CT 06268.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Church Programs; Classroom Techniques; Course Content; Cross Cultural Training; Cultural Activities; *Cultural Pluralism; Curriculum Design; Curriculum Evaluation; High Schools; *High School Students; Minority Groups; *Multicultural Education; *Outcomes of Education; Public Schools; *Racial Relations; Relevance (Education); Student Attitudes; *Urban Education; Urban Youth; White Students
IDENTIFIERS- Church of Jesus Christ of Latter Day Saints; Mormons; *Utah (Salt Lake City)
Intercultural education in the Greater Salt Lake City (Utah) metropolitan area seems to have minimal effect on high school students' behavior or attitudes. This study was planned in order to better understand the nature and dynamics of intercultural instruction in Salt Lake City. Information was analyzed from the following sources: (1) interviews with local and state educational leaders, observation of community cultural events, and documentary sources; (2) 200 hours of participant observation in public high school classrooms; and (3) a survey of principals of 20 public, and seven independent or church related schools. Conclusions included the following: (1) the curriculum emphasized western civilization and world studies; (2) formal instruction was textbook centered, supplemented with some instructional media, and considerable oral interpretation and elaboration by the teacher; (4) students tended to ignore any classroom instruction that would not be later included in examinations, which were textbook centered; (5) minority group students tended to ignore white students at nonformal school sponsored intercultural events; (6) intercultural instruction at schools operated by the Church of Jesus Christ of Latter Day Saints focused on preparation for missionary roles. Extensive examples of participant observation experiences are included. Five charts of statistical data, a brief list of references, and a 21-item bibliography are also included. (FMW)

ED 299 066 RC 016 687

Alaska's Economy: What's Ahead?
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- Dec 87
NOTE- 22p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Computer Simulation; *Economic Change; *Economic Climate; Economic Factors; Employment Patterns; *Employment Projections; *Income; *Population Trends; Prediction; State Government
IDENTIFIERS- *Alaska; Economic Growth; *Recession

This review describes Alaska's economic boom of the early 1980s, the current recession, and economic projections for the 1990s. Alaska's economy is largely influenced by oil prices, since petroleum revenues make up 80% of the state government's unrestricted general fund revenues. Expansive state spending was responsible for most of Alaska's economic growth in the early 1980s. Plummeting oil prices triggered a recession by late 1985. A medium case scenario, which assumes that oil prices remain stable at about $18 per barrel, projects that the recession will bottom out in mid-1988 and that slow but steady growth will follow. Alaska's population, number of wage and salary jobs, and real personal income rose 30-37% between 1980 and 1985, will probably fall 3-10% between 1985 and 1988, and should rise to slightly better than 1985 levels by 1995, according to medium case projections. Fairbanks and southeast Alaska will have the fastest recovery, while Anchorage and North Slope regions will have the slowest. The report includes economic projections based on best and worst case scenarios; employment projections broken down into (1) construction jobs; (2) trade, finance, and service jobs; (3) mining, manufacturing, transportation, communications, and utilities jobs; and (4) government jobs. Nineteen figures and graphs, and a descriptive list of nine recent publications by the University of Alaska's Institute of Social and Economic Research are included. (SV)

ED 299 080

RC 016 750

Tripp, Maria
A Yurok Story: How the Animals Got Their Tails.
PUB DATE- May 88
NOTE- 24p.; Illustrated by Lynn R. Shaw. Unifon translation by Jessie Exline.
LANGUAGE- English; Yurok
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Culture; American Indian Languages; *American Indian Literature; Childrens Literature; Picture Books; *Tales; Wildlife
IDENTIFIERS- UNIFON Alphabet; *Yurok

This story was told to the author by her grandmother, a Yurok born at Pecwan in 1898. Long ago, at a council meeting, the animals decided to ask the Great Creator for tails. He agreed and promised to give each animal a tail the next morning. The first animal to get up would have first choice. Coyote built a big fire and tried hard to stay awake all night, but, at last, he fell asleep. In the very early morning, the animals awoke, and each picked a tail; Gray Squirrel, Beaver, Deer, Grizzly Bear, Black Bear, Raccoon, Fox, Skunk, and Rabbit. Then, Coyote awoke with a start. There was one beautiful tail left. But Coyote was so angry about sleeping late that he dragged his tail through the fire. And that is why Coyote has a scraggly tail. The book contains many large illustrations and a simultaneous Yurok translation, written in the Unifon alphabet. (SV)

ED 299 109

SE 049 613

Richardson, Arthur; O'Brien, Peter
Patterns of Error in Mathematics: A Comparison of High Achievers and Low Achievers. Mt. Druitt Longitudinal Study.
Macquarie Univ., North Ryde (Australia). School of Education.
PUB DATE- Jul 87
NOTE- 21p.; For other reports on the Mt. Druitt study, see SE 049 614-616. Photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Disadvantaged Youth; Educational Research; *Error Patterns; Foreign Countries; *High Achievement; High Schools; Longitudinal Studies; *Low Achievement; *Mathematics Achievement; Mathematics Education; Mathematics Tests; Secondary School Mathematics
IDENTIFIERS- Australia
The study was undertaken to investigate the errors made by high and low achievers in a mathematics test administered to students in their second year of high school. The focus of the study was to determine whether any common error types existed within or between the two groups or whether there were error strategies which differed between the two groups. At the same time, the results of both groups were analyzed in the light of findings which indicated that high achievers tended to make non-systematic errors while low achievers made systematic errors. The subjects were students from five secondary high schools which had been participating in the Mt. Druitt Longitudinal Study. They had participated in programs aimed at bridging the educational achievement gap between "disadvantaged" students and those who were not "disadvantaged." The intervention programs ceased in 1979 when the children had completed first grade. Since that time an aspect of the study has been the assessment of educational skills of these students as they progressed through schooling. Results suggested that a difference did exist in the error patterns of the high and low achiever groups. (PK)

ED 299 248

SP 030 632

Moriarty, Kathleen Pelletier
An Annotated Bibliography of the Literature Concerning Students' Adaptive and Maladaptive Behavior Patterns in Response to Failure in Achievement Situations.
PUB DATE- 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Attribution Theory; Elementary Secondary Education; *Negative Attitudes; *Self Concept; Social Cognition; *Student Motivation
An examination of the dynamics of academic failure is presented in this monograph in the form of an annotated bibliography of current literature. The writings cited offer a cross-section of research on what factors affect students' choices of adaptive or maladaptive behavior patterns in the classroom and in relation to their peers. Section one of the annotations describes the dynamics of failure-avoidance behaviors and their underlying causes and consequences. The second section presents studies that analyze why students who were judged to be equal in ability respond differently to failure or challenge situations. In the third section, a research-based model demonstrates the relationship between achievement goals and achievement behavior. Following this analysis, educational interventions and classroom practices that foster adaptive and maladaptive patterns are examined. A summary discusses the dynamics of failure-avoidance and acceptance and achievement goals and behavior, and considers the educational implications of the problem. A bibliography is included. (JD)

ED 299 348

UD 026 401

Parish, Patricia Ann
Nonviolent Resistance: A Force for Change. A Comparison and Contrast of Mohandas Karamchand Gandhi and Martin Luther King, Jr.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Civil Disobedience; Civil Liberties; *Civil Rights; Dissent; High School Students; *Leaders; Political Attitudes; Secondary Education; *Social Action; Social Change; Social Discrimination; Teaching Guides
IDENTIFIERS- *Gandhi (Mahatma); *King (Martin Luther Jr); Nonviolence
This teaching guide for high school students on the use of nonviolent resistance by Mohandas Karamchand Gandhi and Martin Luther King, Jr., incorporates active student participation through classroom activities and library research. After completing the suggested activities, students will be able to write an essay comparing and contrasting the lives and accomplishments of Gandhi and King, particularly showing the role of nonviolence in their movements. The unit can be completed in two weeks if library research is incorporated. One week should be allowed if handouts and/or information from a classroom textbook are used. After an introductory classroom discussion, students use a bibliography and worksheets to answer questions about the lives and activities of Gandhi and King, and to compile lists of quotations both by and about them. Half of the class researches Gandhi; the other half researches King. After the individual student research has been completed, the class compiles a list of similarities and differences between the two men. Additional activities include: (1) making a collage of sketches illustrating the life of one or both men; (2) making a political cartoon about each; and (3) making a map showing the world arena in which they operated. A copy of the one-page student worksheet and the 16-item student bibliography are included. Teacher's materials include the following: (1) completed worksheets for both Gandhi and King; (2) a list of ideals for the followers of Gandhi and of King; (3) lists of representative quotations from each. (FMW)

ED 299 094 RC 016 778

Cross Cultural Strategies: Background Information For Teachers of Indian Students.
Council for Yukon Indians, Whitehorse (Yukon). Curriculum Development Program.
PUB DATE- 1 Jan 86
NOTE- 46p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; American Indians; American Indian Studies; Biculturalism; Canada Natives; *Cross Cultural Studies; Cultural Awareness; Elementary Secondary Education; *Intercultural Programs; *Multicultural Education
IDENTIFIERS- *Cross Cultural Teaching; *Native Americans; Yukon Territory

This booklet was designed as a source of information for teachers seeking a deeper understanding of Native American children and who want to take advantage of opportunities offered by a cross-cultural classroom. The first section is a collection of 13 articles from a wide variety of sources on various aspects of cross-cultural education. Each article deals with the education of Native Indian students, either in the United States or Canada. Titles include: "The Education of Athapaskan/Tlingit Children"; A Sorry History of Education for Native Indians," by Don Sawyer; "The Measurement of Learning Potential & Achievements of Native Indian Students," by Art More and Buff Oldridge; "Public Education: The Cultural Melting Pot," by Lori Patterson Jackson; "Curriculum: Its Effect on Us," by Ida Wasacase; "The Role of Parents in Setting Goals"; "Unique Features of Indian Communities," by Rita Jack; three pieces under "Yukon Native Parents Speak Out on Education"; "Integrating Native Culture in Yukon Schools," by the Curriculum Development Program; "Respect My Child: Open Letter from A Mother to A Teacher"; and "Oh, Great Spirit!" a poem by Chief Dan George. The second section lists a number of services that are available to teachers through various Native American organizations. It also offers ideas on how to contact and use Native American resource people. The document also includes a reference list of 10 books. (TES)

ED 299 200

SO 019 347

Anderson, Lynne; And Others
Social Studies Curriculum Guide: Grade One, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 48p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM- Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77847-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Objectives; Curriculum Guides; *Family (Sociological Unit); Geography; Grade 1; Instructional Materials; Learning Activities; Learning Modules; Primary Education; *Social Studies
This Fort Bend (Texas) social studies curriculum guide for first grade covers six six-week periods, and the seven course outlines include the topics to be covered, the main objectives and their supporting objectives, and a materials correlation key. The seven topics include celebrations, going to school, learning about me, learning about families, finding your way, where I live, and living in the U.S.A. There is an Objectives Correlation Key that describes the decimal system used to distinguish between main and supporting objectives. The materials correlated within the outlines are "Families and Neighborhoods" (Silver Burdett), "Globe Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), "Our Homes and School" (Graphic Learning), "Primary Social Studies Skills" (Nystrom), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 215

SO 019 367

Minoura, Yasuko

The Acquisition of Cultural Identity among Children Growing Up in a Multicultural Setting, with a Special Reference to Cultural Grammar for Dealing with Peers and Adults.

SPONS. AGENCY- Toyota Foundation, Tokyo (Japan).
PUB DATE- 13 Jul 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 13, 1987).
GRANT- 77-3-013; 79-3-025; 84-II-258; 86-III-004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Adults; Biculturalism; *Children; Cultural Awareness; *Cultural Images; *Cultural Influences; Foreign Countries; Language Patterns; *Language Usage; Peer Groups
IDENTIFIERS- *Japan

Based on the premise that the most important activity of socialization is the construction of meaning systems in a person's mind, this paper describes a study of U.S. children and adolescents who reside in Japan and Japanese children and adolescents who reside in the United States. The study attempted to isolate specific developmental processes that indicated how and when culture-specific meaning systems became incorporated in a person's self-concept. Findings indicated that the greatest differences between Japanese and U.S. children are those pertaining to the norms of interpersonal behavior, but children between the ages of 9 and 15 from both cultures appear to acquire culture-specific meaning systems based on the age of entry into a country and the length of their stay. Once acquired, cultural grammar constitutes the core of cultural identity and appears to affect interaction with peers and adults. During adolescence, young people consciously reexamine and redefine these cultural effects. A nine-item bibliography is included. (JHP)

ED 299 231

SP 030 597

Redinger, Linda
Evaluation: A Means of Improving Teacher Performance.
PUB DATE- Apr 88
NOTE- 41p.; Exit Paper, University of Indiana of South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040) Reports -
Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria;
*Evaluation Methods; Observation; Teacher Attitudes; *Teacher
Behavior; Teacher Effectiveness; *Teacher Evaluation; *Teacher
Improvement
Abstracts are presented of research studies on various methods of teacher evaluation. The purpose of this study was to seek out those factors in evaluation programs that are necessary for enhancing teacher effectiveness. The research studies are organized by four categories: (1) status of teacher evaluation; (2) attributes of successful evaluation programs; (3) problems with typical evaluation programs; and (4) case studies of successful research-based programs. A summary offers an analysis of the types of evaluation programs reviewed and some recommendations are made. A list of references is included. (JD)

ED 299 124

SE 049 645

Abstracts of the Finalists of the International Science and Engineering Fair (38th, San Juan, Puerto Rico, May 10-16, 1987).
Science Service, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 330p.; For 1986 abstracts, see ED 276 604; for 1988 abstracts, see SE 049 689. Contains small print which may not reproduce well.
AVAILABLE FROM- Science Service, Inc., 1719 N Street, NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects
IDENTIFIERS- *International Science and Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small, local fairs, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 38th ISEF in San Juan, Puerto Rico, in May 1987 as the result of being chosen the best in 360 affiliated fairs. Abstracts are organized by project categories. These 13 groups are described and include: behavioral and social sciences; biochemistry; botany; chemistry; computer science; earth and space sciences; engineering; environmental sciences; mathematics; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (CW)

ED 299 140

SE 049 665

Spallone, Patricia, Ed.; Steinberg, Deborah Lynn, Ed.
Made to Order: The Myth of Reproductive and Genetic Progress.
REPORT NO.- ISBN-0-08-340953-6
PUB DATE- 87
NOTE- 255p.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($36.00, hardcover--ISBN-0-08-034954-4; $16.50, flexicover--ISBN-0-08-034953-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *College Science; Controversial Issues (Course Content); Females; *Feminism; *Genetic Engineering; Higher Education; Medicine; Reproduction (Biology); *Science and Society; Science Education; *Scientific Research; *Technology; Womens Studies
The issues of reproductive choice and domination of women through the use of reproductive technologies have placed feminists at odds with the medical profession and consumers. Inspired by the Feminist International Network of Resistance to Reproductive and Genetic Engineering (FINRRAGE), this collection of 21 essays advances a critical analysis of the destructive and eugenic nature and consequences of the new reproductive technologies. It contends that the use of in vitro fertilization methods to create babies and enable human embryo research relies on the social and medical control of women's bodies, undermining their integrity, social autonomy and the struggle for women's liberation. Authors from around the world have contributed to this collection of essays and attempted to bring together information on reproductive technology from developed and developing nations. Included are writings that were originally presented by women at the 1985 FINRRAGE conference in Bonn (West Germany) and similar conferences. (CW)

ED 299 155

SE 049 686

Marsh, Herbert W.

The Influence of Internal and External Frames of Reference on the Formation of Math and English Self-Concepts.

PUB DATE- 20 Jul 88
NOTE- 36p.; Pages with light print may not reproduce well.
AVAILABLE FROM- Mr. Herbert W. Marsh, Faculty of Education, University of Sydney, Sydney, New South Wales 2006, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Data Analysis; Educational Research; *English Instruction; *Mathematics Instruction; *Peer Influence; Secondary Education; *Self Concept; *Student Characteristics
IDENTIFIERS- High School and Beyond (NCES); *Mathematics Education Research

Data for this study were obtained from the second follow-up of the sophomore cohort of the High School and Beyond Study, with 14,825 students from 1,015 schools involved. Mathematics and English self-concepts were found to be: (1) uncorrelated despite a substantial correlation between mathematics and English test scores; (2) influenced by internal and external frames of reference; and (3) negatively affected by school-average achievement. The internal/external frame of reference model posits that a student's self-concept in a particular academic subject area is formed in relation to performances by other students in the same subject (external) and in relation to the performance by the same student in other academic subjects (internal). As predicted by the model, better mathematics skills were associated with substantially higher mathematics self-concepts, but slightly lower English self-concepts, whereas better English skills were associated with substantially higher English self-concepts, but slightly lower mathematics self-concepts. School-average achievement was one determinant of the external reference in that equally able students had higher academic self-concepts in schools with lower school-average achievement. Further, this school context effect was also content-specific. School-average mathematics achievement negatively affected only mathematics self-concept, and school-average English achievement negatively affected only English self-concept. (Author/MNS)

ED 299 170 SE 049 729

Simplified and Standardized Model Agreements for University-Industry Cooperative Research.

Industrial Research Inst., New York, N.Y.; National Academy of Sciences, Washington, DC. Government-University-Industry Research Roundtable.

PUB DATE- 88

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Science; *Contracts; *Cooperative Planning; Cooperative Programs; *Corporate Support; Higher Education; Research Administration; Research Problems; *Research Universities; *School Business Relationship; Science Education

The simplified and standardized models of university-industry cooperative research agreements that are presented are the products of a joint effort of the Government-University-Industry Research Roundtable and the Industrial Research Institute. These two organizations approached the task of developing these models with the goal to maximize productive research collaboration between industry and academia by streamlining the negotiation process for reaching a formal agreement. Some of the intended impacts from use of the documents are: a decrease in the time and effort required to reach an agreement; partners in research programs, rather than developing a contract from scratch, will use much of the model and devote their energies to negotiating specific features; and companies and universities new to research alliances will have a sense of what is reasonable to consider in establishing a contract. Two models are presented. For the purposes of basic research support, simple research grants between universities and companies, as illustrated in part I, may be most effective. Where complex issues are raised by the parties, a research contract will be the most appropriate instrument. A "typical first approach" to such a contract is illustrated in part II. (Author/CW)

ED 299 185

SO 019 310

Steele, Catherine
Substance Abuse Prevention Education: A Curriculum Model Correlation. The Early Years.
Rensselaer County Dept. of Mental Health, Troy, NY.
PUB DATE- 88
NOTE- 31p.; For related document, see SO 019 316. Document printed on pastel-colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activity Units; Alcohol Education; Class Activities; Curriculum Guides; *Drinking; Drug Education; Drug Use; Elementary School Curriculum; Integrated Activities; Learning Activities; Preschool Education; *Prevention
IDENTIFIERS- *Substance Abuse
Based on the premise that educators can make a significant difference in children's lives, this preschool and kindergarten substance abuse prevention curriculum guide informs teachers about basic prevention concepts and provides a plan for integrating these concepts within the context of an early childhood education program. The curriculum is designed around four prevention theme units of self-awareness, decision-making, healthy living, and communication. Each theme is used as the nucleus of activities included in the instructional areas of: (1) language development; (2) social living; (3) creative expression; and (4) mathematics, science, and health. This booklet contains four specific class activities, each representing an instructional area, in each of the theme units. A list of related children's books is provided with most activity sheets, and drawings are included. (JHP)

ED 299 279 TM 011 904

Vanderburg, Arne S.; Shainline, Michael
Effective Teaching Training. Program Evaluation.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Nov 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Educational Quality; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Principals; *Program Evaluation; Teacher Attitudes; Teacher Effectiveness; *Teacher Workshops
IDENTIFIERS- *Albuquerque Public Schools NM; *Effective Teacher Training Program
Workshops for teachers given under the Effective Teaching Training (ETT) program of the Albuquerque (New Mexico) Public Schools were evaluated. Based on the Upland Model of Effective Teaching, ETT will be extended to all teachers and administrators in the district by the end of the 1988-89 school year. Interviews, workshop ratings, and implementation surveys were used to evaluate the workshops. Interviews were conducted with 31 teachers and principals (from 4 elementary, 4 middle, and 4 high schools), and 4 administrators. The results indicate that: (1) teachers thought the intent of ETT was improvement of the overall quality of teaching; (2) respondents thought the program was a positive move on the part of a new administration; (3) most administrators thought ETT gave a sound basis for evaluation, while teachers considered that it increased their enthusiasm for teaching; (4) planning skills, classroom management skills, and administrators' ability to hold teacher conferences were improved; (5) school-based support was perceived as coming from principals; (6) district-wide implementation was advocated; (7) a large majority of teachers said they were implementing the concepts almost daily; and (8) most of the teachers considered that the quality of their teaching had improved. All aspects of training were rated highly by teachers and administrators. Eighteen tables provide data on the ETT program. (SLD)

ED 299 293

TM 012 072

A Perspective on Chapter 1: The School District of Philadelphia's Program.

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

PUB DATE- Jan 88

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Compensatory Education; Decision Making; Educational Planning; Elementary Secondary Education; Federal Programs; *Instructional Improvement; Outcomes of Education; *Program Evaluation; Program Implementation; Remedial Programs; State Legislation

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Philadelphia School District PA

The major purpose of this inquiry is to examine the impact of Chapter 1 services on the School District of Philadelphia since the inception of the program in 1965-66. In addition, the study provides an overview of the Chapter 1 program's impact as the school district's largest and most long-standing remediation program. More specifically, the study describes the following: (1) the history of federal compensatory services as reflected in the local program; (2) the impact of legislation, court cases, and Pennsylvania state regulations upon local programs and services; (3) programmatic decision making and change in Philadelphia's Chapter 1 program; (4) linkage between participation in Chapter 1 programming and academic achievement; and (5) recommendations concerning instructional designs that enhance student achievement and provide a model for insuring program improvement. Three graphs and five tables are presented. (TJH)

ED 299 336

UD 026 332

Singer, Merrill
Alcoholism: Impact on the Hispanic Child. Report No. 5.
Hispanic Health Council, Hartford, CT.
REPORT NO.- HHC-5
PUB DATE- 88
NOTE- 12p.
AVAILABLE FROM- Hispanic Health Council, 98 Cedar St. 3A, Hartford, CT 06103 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Alcoholism; Child Psychology; *Children; *Drinking; Drug Abuse; Ethnicity; Family Counseling; Family Environment; *Family Problems; High Risk Students; *Hispanic Americans; *Parent Child Relationship; Parent Influence; Research Needs
IDENTIFIERS- Cultural Sensitivity

This document reviews the literature on the following: (1) studies on the nature of the Hispanic family; (2) studies on the prevalence of Hispanic alcohol use and abuse; (3) general impact studies on the consequences for children of family alcoholism; and (4) studies of family factors that appear to protect or shield high risk children from the adverse effects of parental drinking. A case study of a Puerto Rican child of an alcoholic family is presented. Although the high rate of abusive drinking that has been reported for Hispanics prompts concern for the effects on Hispanic children, it is likely that some types of Hispanic families are more likely to suffer from alcohol problems than are others. Even among alcoholic Hispanic families, particular interaction and ritual patterns may serve to at least partially protect children from a long list of psycho-social problems disproportionately associated with being the child of an alcoholic. This is an area in need of research and research-based, culturally appropriate intervention and prevention. A list of 30 references is included. (BJV)

ED 299 249 SP 030 634

Dodd, Jennifer
A Detailed Study of the Learning Behaviors of In-Service Teachers Learning To Use Two New Models of Teaching.

PUB DATE- 4 Jun 88
NOTE- 23p.; Paper presented at the Annual Meeting of Canadian Society for the Study of Education (Windsor, Ontario, Canada, June 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Inservice Teacher Education; *Instructional Innovation; *Learning Strategies; Learning Theories; *Metacognition; *Teacher Behavior

The major objective of this study was to observe the learning behaviors of teachers selected by their school districts to attend a training institute to learn some new ways of teaching. The teachers expected to use these new ways of teaching themselves and also to conduct training for other teachers in their own districts. This presentation describes the general and metacognitive behaviors of 12 teachers over an 8-month period as they learned to teach in new ways, using concept attainment and synectic teaching models. The cognitive behaviors teachers reveal while learning to use these models of teaching are also described in an exploration of the possible differences in learning strategies displayed by teachers who learn to use the new models successfully and those who do not do so. (Author)

ED 299 265

TM 011 837

Zetler, Alan G.
Idaho NTE Core Battery Validation: Study Report.
Idaho State Dept. of Education, Boise.
PUB DATE- Jan 88
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; Communication Skills; *Content Validity; *Cutting Scores; Elementary Secondary Education; Higher Education; Knowledge Level; *Licensing Examinations (Professions); Professional Training; *State Standards; *Teacher Certification; Teacher Qualifications; *Test Validity
IDENTIFIERS- Idaho State Department of Education; *National Teacher Examinations
The content validity of the National Teacher Examinations (NTE) Core Battery tests of communications skills, general knowledge, and professional knowledge was examined to determine whether this commercially available test was suitable for initial teacher certification in Idaho. Focus was on recommending adoption scores (cut scores) to the State Board of Education. Three questions were asked about the Core Battery: (1) job relevance; (2) content review (whether beginning teachers had a chance to learn this material); and (3) knowledge estimation, judged by what minimal scores should be required. Three panels of educators from the elementary/secondary (N=50) and higher education (N=40) levels were organized. Judgment data were analyzed for the 88 participating panelists. The battery was considered very relevant for communications skills and professional knowledge, and relevant for general knowledge. Content review found communications skills and general knowledge closely related, with professional knowledge acceptably related. Quantitative results were examined or modified by the Idaho Professional Standards Commission to establish the following recommended passing scores on the NTE Core Battery: (1) communications skills, 652; (2) general knowledge, 646; and (3) professional knowledge, 648. Numerous tables summarize panel findings. Eighteen appendices illustrate the evaluation process and present the research instruments used. (SLD)

ED 299 308

TM 012 118

Connor, Lynne
Evaluation of the Fine Arts Magnet Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Aug 87
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Declining Enrollment; Educational Environment; Elementary Secondary Education; *Enrollment Trends; *Fine Arts; Gifted; *Magnet Schools; Parent Attitudes; *Program Evaluation; School Desegregation; Student Attitudes; *Talent; Teacher Attitudes
IDENTIFIERS- *Dade County Public Schools FL

The fine arts magnet program of the Dade County (Florida) public schools was evaluated. These programs offer intensive and specialized fine arts instruction and serve artistically talented students in five elementary, two middle/junior high, and two senior high schools. Focus is on such programs at the Moton Elementary, Perrine Elementary, Norland Middle, and Southwood Junior Schools, with a total magnet program enrollment of about 1,400 students. Data were collected via reviews and analyses of school records, and via administration of student, teacher, and parent surveys. Major findings were: (1) the program increased enrollment in three of the four schools evaluated in depth; (2) the black/non-black composition of the elementary population was improved; (3) parents, teachers, and students were generally satisfied with the program; (4) teacher hiring and retention procedures were successful for these schools; (5) entry criteria were effective in selecting talented students; (6) no negative adjustment consequences for participants who entered non-magnet areas were found; (7) a positive impact on the regular program was reported; (8) three of four principals indicated funding was not adequate; and (9) most teachers felt that there is a need for curriculum development in their speciality and improvement of staff development for talent program teachers. The overall impact of the fine arts program was positive for parents, teachers, and students. Fourteen graphs and 17 tables are provided. Appendices contain survey instruments. (SLD)

ED 299 322

TM 012 357

Coffman, William E.

Measurement of Thinking Skills--An Historical Perspective. Iowa Testing Programs Occasional Papers. Number 34.

PUB DATE- Jun 88
NOTE- 21p.; Paper presented at a Meeting to discuss future directions for the California Assessment Program (Berkeley, CA, July 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; Cognitive Tests; *Critical Thinking; Elementary Secondary Education; Higher Education; *History; Literature Reviews; *Measurement Techniques; Problem Solving; *Psychometrics; Test Construction
IDENTIFIERS- *California Assessment Program; Higher Order Skills; *Thinking Skills

A historical review of educational literature concerning measurement of cognitive skills is provided, with reference to test construction. Focus is on assessing abilities beyond recall of information. In light of interest in assessing critical thinking in the California Assessment Program, it must be noted that concern with critical thinking is not a new development. As early as 1937, C. H. Judd anticipated the need for the kinds of cognitive studies that currently are of interest. California has been in the forefront of the movement toward an emphasis on thinking skills as goals of education. Some approaches abandoned in the past might be feasible as California plans the new assessment program. Promising ideas may be found in the work of R. Tyler (1930, 1932) and some of his associates. Another source might be the work of the Board of Examiners at the University of Chicago (Illinois), beginning in 1937. A similar source is the work of the Eight Year Study of the Progressive Education Association (1942) or the cooperative study of Evaluation in General Education (1954). The work of E. F. Lindquist might be examined to yield approaches to critical thinking assessment. Tests from the Educational Testing Service and the National Assessment of Educational Progress might also be useful sources. A 60-item reference list is provided. (SLD)

ED 299 349 UD 026 402

Yao, Esther Lee
A Teaching Component on Indian Immigrants to the United States.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Cognitive Style; *Cross Cultural Training; Cultural Background; *Cultural Differences; Cultural Influences; Culture Conflict; Demography; Higher Education; *Immigrants; *Indians; *Multicultural Education; Teacher Education; Teaching Guides
IDENTIFIERS- *India
This teaching guide on Indian immigrants to the United States is intended to acquaint prospective teachers with the diverse cultural backgrounds of immigrant Indian children. The unit can be incorporated into a broader multicultural teacher education program. Concepts to be taught are the following: (1) migration and immigration; (2) assimilation; (3) cultural traits; (4) learning styles; and (5) educational systems. Generalizations are the following: (1) patterns of migration and immigration reflect cultural and social background; (2) the assimilation process varies according to the similarities and dissimilarities between cultures; and (3) learning styles of immigrant children are determined by their previous educational systems. Instructional objectives are the following: (1) understand the social and cultural background of Indian immigrants; (2) identify points of culture conflict for Indian immigrants; and (3) identify learning styles developed in the Indian educational system. Topics to be covered include the following: (1) India and the Indian peoples; (2) immigrant demographics and cultural traits; and (3) the assimilation process. Teaching materials include the script of a 204-slide presentation, "An Introduction to India: The People and the Land"; and the abstract of a demographic study by the author, "The Profile of Prospective Immigrants from India." (FMW)

ED 299 067 RC 016 696

40 Steps to Better Physician Recruitment and Retention: A Guidebook for Community and Migrant Health Centers.
California Health Federation, Sacramento.
SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
PUB DATE- Oct 85
NOTE- 103p.; Prepared under subcontract to the San Ysidro Health Center.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Health Services; Compensation (Remuneration); Contracts; Employer Employee Relationship; Fringe Benefits; Health Personnel; *Labor Turnover; *Migrant Health Services; *Physicians; *Recruitment

This guide presents methods for community and migrant health centers to attract and keep competent physicians. Strategies for recruiting physicians include planning the recruitment and choosing the right physician. Compensation arrangements should attract and retain competent health providers, provide incentives for productivity and professional development, and be consistent with federal and state laws. Selection of compensation arrangements, provision of financial incentives, and possible fringe benefits to be offered are considered. Nonmonetary considerations that influence a physician's decision to both choose and remain at a particular practice include the range of services provided, availability of peers, ability to participate in decision making, policies for governance and operations, new reimbursement programs, physician compensation arrangements, and the possibility of taking over the practice. The process of negotiating a contract is also described. Selecting the negotiator, ascertaining the physician's needs and wants before negotiation, and conducting negotiations are described. Provision of a contract is discussed, including actual clauses to be used as contract elements, and a sample contract is provided. Appendices provide lists of family practice residency programs in California; medical schools by state; professional journals that carry classified ads; California's medical societies; colleges of osteopathic medicine, and state medical societies by state. (DHP)

ED 299 081 RC 016 751

The Hispanic Population in the United States: March 1988 (Advance Report).
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 88
NOTE- 27p.; For related documents, see ED 286 696, ED 266 224, and RC 016 736. Facsimile in appendix may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; Cubans; *Demography; *Educational Attainment; Employment Patterns; *Family Characteristics; *Hispanic Americans; Income; Mexican Americans; Population Growth; Population Trends; Poverty; Puerto Ricans; Research Methodology; Sampling; Sex Differences; *Socioeconomic Status; Statistical Inference; Unemployment
IDENTIFIERS- *Current Population Survey

This advance report based on the March 1988 supplement to the Current Population Survey (CPS) presents preliminary data on selected demographic, social, and economic characteristics of the Hispanic population of the United States. The Hispanic civilian noninstitutional population in March 1988 totaled about 19.4 million, a 34% increase since 1980; the non-Hispanic population increased 7% in that period. About half of Hispanic growth resulted from net migration and half from natural increase. The proportions of Hispanics completing 4 years of high school or more, and completing 4 or more years of college reached 51% and 10%, respectively, both records. About 55% of Hispanics resided in California and Texas. Married couple families decreased by 1988 to 70% from 74% in 1982. The unemployment rate among Hispanics 16 and over was 8.5%, its lowest level since the survey of March 1983, shortly after the end of the last recession. The poverty rate was 25.8%, little changed since 1982. The origins of Hispanic Americans were 62% Mexican, 13% Puerto Rican, 5% Cuban, and 12% Central or South American. These subgroups varied considerably in educational attainment, family composition, employment, and median family income. The report includes five graphs and four tables of selected social and economic characteristics, by type of Hispanic origin and by year from 1982 to 1988. Appendices discuss CPS data source, estimation procedure, and reliability of estimates, and they contain facsimiles of March 1988 CPS questionnaires. (SV)

ED 299 110

SE 049 614

O'Brien, Peter; Richardson, Arthur
"That's the Only Maths Today." "Yahoo!" "You Beauty!" Qualitative Observation of Grade 4 Mathematics Classes. Mt. Druitt Longitudinal Study.
Macquarie Univ., North Ryde (Australia). School of Education.
PUB DATE- Jun 87
NOTE- 32p.; For other reports on the Mt. Druitt study, see SE 049 613-616.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Educational Research; *Elementary School Mathematics; Foreign Countries; Grade 4; Intermediate Grades; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Multiplication; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Australia
This study focused on the way mathematics was taught in selected primary school classrooms. The study involved the observation of 21 fourth-grade classes in eight schools over a two-week period. Results indicated a hiatus between what was taught and what should be taught and between how mathematics is taught and how it should be taught. Researchers felt that teachers were not familiar with either the aims or the content of the curriculum. They further suggested that it was evident that some teachers were neither confident with nor competent in the subject matter. Findings indicate that teachers had scant knowledge of the components of the learning process; few, for example, knew about the importance of such things as sequencing of subject matter, mastery of prerequisite skills, or questioning techniques. There was little evidence that teachers accepted: (1) the essential nature of concrete aids in concept development; (2) that language is an integral part of learning mathematics; (3) that learning is more likely to be retained if it is related to practical situations; and (4) that children learn at different rates and use different methods to learn. The need for improved in-service and pre-service training is discussed. (PK)

ED 299 232

SP 030 602

Todd, Robert F.; Reece, Carol C.

An Introductory Educational Research Course: A Survey of Graduate Students Who Have Found it Helpful on the Job.

PUB DATE- 7 Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; *Educational Research; *Graduate Study; Higher Education; *Program Attitudes; *Program Effectiveness; Research Methodology; *Research Utilization

A study conducted in 1987 focused on the extent to which a graduate introductory educational research course was helpful to the students who had taken it. Responses from 340 former students indicated that they had been able to utilize in their jobs basic skills developed in the course. The purpose of the present study, which focuses on those 340 former respondents who found the course helpful, sought to determine specific ways in which the course had helped them in their work. Specific items were included in the instrument from which more information could be gained about occupational categories and those topics or skills covered in the course which they found helpful. While a high percentage of the respondents were in the field of education, other fields were represented, e.g., office manager, nurse, social worker, etc. Significant differences were found between educators and non-educators in their attitudes toward the helpfulness of the course. A greater proportion of educators indicated the course was helpful in such job-related duties as interpreting standard test scores, counseling, and taking tests requiring research knowledge. Survey results are analyzed and some recommendations are made on improving and expanding the course. Data from the survey are appended. (JD)

ED 299 363 UD 026 423

Ten Steps to a Successful Magnet Program. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-88-510-rib
PUB DATE- Sep 88
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Characteristics; Admission Criteria; Busing; Community Involvement; *Educational Development; Educational Objectives; Elementary Schools; Elementary Secondary Education; Fund Raising; *Magnet Schools; *Nontraditional Education; Outcomes of Education; Parent Participation; *Program Development; *Program Effectiveness; School Desegregation; Secondary Schools; Staff Development; Teacher Role; *Urban Schools; Voluntary Desegregation

Magnet school programs require careful planning. Originally designed to achieve voluntary desegregation, magnet programs attract students of all races and backgrounds by offering special curricular themes and instructional approaches not offered in neighborhood schools. Outcomes of a successful program include the following: (1) desegregation; (2) decreased enrollment declines; (3) higher achievement levels; and (4) decrease in community concern over the general quality of education. The ten steps to developing a successful magnet program are the following: (1) decide what the program is supposed to do; (2) find out what the community wants; (3) decide on themes; (4) choose strong leaders; (5) let teachers volunteer; (6) provide staff development; (7) market the program to parents; (8) decide on selection criteria; (9) develop a practical transportation plan; and (10) identify and tap funding sources. (FMW)

ED 299 095 RC 016 789

Adkins, Roger L.; Akkihal, Ramchandra G.
Out-Migration and Economic Growth in West Virginia.
Marshall Univ., Huntington, WV. Center for Regional Progress.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Jul 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; *Educational Improvement; Educational Quality; Elementary Secondary Education; Employment Patterns; Labor Force Development; *Migration Patterns; Postsecondary Education; Poverty Areas; Public Education; *Role of Education; Rural Areas; *Socioeconomic Influences
IDENTIFIERS- *Outmigration; *West Virginia
This study discusses the migration of people out of West Virginia, a recurring phenomenon through the State's history. The study links outmigration to economic factors and summarizes recent research. West Virginia is a mostly rural state, and it is noted that employment opportunities in rural areas are generally limited. While outmigration often eases unemployment problems, the loss of an area's most skilled workers can make it less attractive to potential businesses, hamper expansion of existing firms, and hasten economic decline. Population changes in different areas of the state are observed: some counties are experiencing growth, others are suffering stagnation. People appear to be moving away from the State's two urban areas to suburban areas, whereas the Eastern Panhandle has shown strong population growth. Rapid growth in southern West Virginia during the 1970s has been reversed, probably due to the boom and bust cycle of the coal industry there. West Virginia has lagged behind the rest of the nation in economic growth for decades. It was the only state where total employment fell significantly from 1982 to 1983. The unemployment rate was about twice the national figure in 1983 and 1984. The outmigration problem, therefore, is seen as part of the larger problem of a poor economy. It is suggested that future federal funding be more concentrated in a minimal number of "growth centers," with an emphasis on education, especially postsecondary education. An upgrading of the entire state educational system and standards is urged. The study includes 27 references, and charts and maps showing counties' population changes are appended. (TES)

ED 299 141

SE 049 666

Science Achievement in Seventeen Countries. A Preliminary Report.
International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).
REPORT NO.- ISBN-0-08-036563-9
PUB DATE- 88
NOTE- 125p.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($8.00). Also available while supply lasts from National Science Foundation, Office of Studies and Program Assessment, 1800 G St., N.W., Washington, DC 20550 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; Achievement Rating; Achievement Tests; *Comparative Education; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *International Education; Science Education; *Secondary School Science
IDENTIFIERS- *Science Achievement

In the period 1983 to 1986, the International Association for the Evaluation of Educational Achievement (IEA) undertook a study of science achievement in 24 countries at three levels in each school system: the 10-year-old level, typically grade 4 or 5; the 14-year-old level, typically grade 8 or 9; and the final year of secondary school, typically grade 12. This preliminary report presents some initial results from 17 countries including Australia, Canada, England, Finland, Hong Kong, Hungary, Italy, Japan, Korea, Netherlands, Norway, the Philippines, Poland, Singapore, Sweden, Thailand, and the United States. Science achievement tests were constructed collectively by the researchers from the participating countries. The publication presents results for the following topics: (1) the validity of the tests; (2) the mean achievement score for each country at each level; (3) for the 14-year-olds an extra result of the "bottom 25 percent" of children in school; (4) the achievement differences between boys and girls at each level; (5) the between school differences at each level; and (6) the percentage of schools in each country scoring below the lowest school in the highest scoring country. Appendices include descriptions of the test population, methods and sample test items. (CW)

ED 299 186

SO 019 316

Steele, Catherine
Substance Abuse Prevention Education: A Curriculum Model Correlation for Elementary Levels.
Rensselaer County Dept. of Mental Health, Troy, NY.
SPONS. AGENCY- New York State Div. of Substance Abuse Services, New York, N.Y.
PUB DATE- 87
NOTE- 70p.; For related document, see SO 019 310.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Education; Alcoholism; Concept Formation; *Concept Teaching; Curriculum Guides; *Drinking; Drug Abuse; Drug Education; *Drug Use; Elementary Education; Integrated Curriculum; Interdisciplinary Approach; *Prevention
IDENTIFIERS- *Substance Abuse
The goals of this elementary school level substance abuse curriculum guide are to decrease drug and alcohol abuse through promoting: (1) basic concepts regarding healthful living; (2) a positive self-image; (3) a family, school, and community support system; (4) decision-making skills based on individual values; and (5) effective relationship and communication skills. The guide provides a plan for integrating and correlating specific substance abuse prevention concepts, such as self-awareness, decision-making, information use, and communication, with the Troy City (New York) School District and the New York state social studies, health, and science curriculums. An overview of how each specific prevention concept might be introduced at each grade level from K-6 is provided. Charts are included for each grade level that correlate these concepts with: (1) substance abuse prevention facts; (2) concepts taught in other core courses; and (3) related resources. A program evaluation form is provided. Appendices include a list of selected drugs and their effects, sources of substance abuse information, and nine references. (JHP)

ED 299 201

SO 019 348

Anderson, Lynne; And Others
Social Studies Curriculum Guide: Grade Two, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 55p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM- Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Course Content; Course Objectives; Curriculum Guides; *Economics; Geography; Grade 2; Instructional Materials; Learning Activities; Learning Modules; Primary Education; *Social Studies
IDENTIFIERS- *Texas
This Fort Bend (Texas) social studies curriculum guide for second grade covers six six-week periods, and the 11 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation chart. The 11 topics include holidays, citizenship, you and me, the community and my family, communication, transportation, maps and globes, Texas, graphs and tables, patriotism--U.S. flag, and economics. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are the Level B Blackline Masters from "Primary Social Studies Skills" (Nystrom), "Neighborhoods and Communities" (Silver Burdett), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 216

SO 019 369

Hossain, Mian Bazle
Worker-Client Relations and Related Policy Issues in the Bangladesh Family Planning Program.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Health Services; Contraception; *Family Planning; Foreign Countries; *Health Personnel; *Program Administration; *Public Agencies
IDENTIFIERS- *Bangladesh
At the request of the government of Bangladesh the International Center for Diarrheal Disease Research, Bangladesh established the Maternal and Child Health-Family Planning (MCH-FP) Extension Project in 1982. This paper discusses: (1) the design of the MCH-FP; (2) the major characteristics of the national health and family planning program under the Ministry of Health and Population Control and its 1977 Matlab experiment; (3) the activities of MCH-FP; and (4) the Family Welfare Assistants (FWA) and their effect on contraceptive use. The studies found that families visited by female FWAs responded more favorably to contraceptive use. A 17-item reference list is included. (DJC)

ED 299 294

TM 012 075

Wilkinson, David; Luna, Natalia
Where We Stand: AISD Districtwide Surveys, 1986-87. Publication No. 86.45.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jun 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Educational Assessment; Educational Quality; *High School Students; School Districts; *School Surveys; Secondary Education; *Secondary School Teachers; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX; Project BEST; Teacher Appraisal System TX

Results are presented of the 1986-87 survey of a randomly selected 50% sample of teachers, all campus and central administrators, and all high school students in the Austin (Texas) Independent School District (AISD). Data concern the Fall 1986 Student Survey (83% response rate), Spring 1987 Teacher Survey (71% response rate), and Spring 1987 Administrator Survey (87% response rate) are provided. The samples include 13,035 high school students, 1,307 teachers, and 257 administrators. Results indicate that: (1) compared to teachers nationwide, AISD teachers had more positive attitudes toward the schools in which they teach, but had a significantly more pessimistic outlook concerning their profession and longevity as teachers; (2) AISD teachers more frequently indicated a lack of support from the school board, community, and parents; (3) most teachers had questions concerning the Texas Teacher Appraisal System; (4) teachers had positive to mixed and administrators had positive attitudes toward Project BEST; (5) most AISD high school students reported that the quality of education in their schools is the same or improving compared to the previous year; and (6) for the second consecutive year, more high school students agreed than disagreed that the "no pass, no play" rule encouraged them to make better grades. Sixteen graphs, figures, and tables are provided. The three survey forms are appended. (TJH)

ED 299 125 SE 049 646

Moray, Neville P., Ed.; Huey, Beverly M., Ed.
Human Factors Research and Nuclear Safety.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Nuclear Regulatory Commission, Washington, D.C.
PUB DATE- 88
NOTE- 124p.
GRANT- NRC-04-86-301
AVAILABLE FROM- Committee on Human Factors, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Energy Education; Energy Occupations; Information Needs; *Nuclear Energy; *Nuclear Power Plants; Nuclear Power Plant Technicians; *Research Needs; Research Opportunities; *Safety; Science Education; *Scientific Personnel
The Panel on Human Factors Research Needs in Nuclear Regulatory Research was formed by the National Research Council in response to a request from the Nuclear Regulatory Commission (NRC). The NRC asked the research council to conduct an 18-month study of human factors research needs for the safe operation of nuclear power plants. This report describes the sociotechnical system implied by the panel's conception of human factors and outlines the factors that affect the performance of that system. It then reviews the chronology of the NRC's human factors research from 1981 to 1985. Following a brief discussion of research methodology and management, this report identifies a set of broad research areas and suggested high priority topics within these areas. Descriptions of these areas and topics, together with recommendations on the management of human factors research, form the core of this report. The panel used the potential for increased plant safety as a criterion against which to evaluate the topics considered. Nine pages of references are included. An appendix includes biographical sketches of the 16 members of the panel. (CW)

ED 299 156

SE 049 687

Konold, Clifford
Evaluating and Modifying a Teaching Assistant Training Program for a Workshop-Style Mathematics Course. Final Report.
Massachusetts Univ., Amherst.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 36p.; Tables and charts may not reproduce well.
GRANT- G00-83-02557
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; *College Mathematics; *Course Descriptions; Higher Education; Inservice Teacher Education; *Mathematics Teachers; *Remedial Mathematics; Teacher Behavior; Teacher Student Relationship; *Teaching Assistants; Teaching Methods; Time Factors (Learning); Workshops
For several years, the University of Massachusetts has been developing a series of introductory-level mathematics courses which place primary emphasis on the development of problem solving and conceptual skills. As the need arose for more instructors for this course, an instructor-training program was developed. This report describes the development of classroom observation techniques that are used not only as a basis for program and teacher evaluation, but also as a device for in-service training. Instructors use these observation schedules, which focus on use of class time and patterns of teacher/student interaction, to observe and give feedback to one another. They were developed for use in workshop-style classrooms in which the instructor spends a majority of class time monitoring students as they work cooperatively in small groups. The courses in the Basic Math program, the teaching method, and the training program are described. (MNS)

ED 299 171

SE 049 743

Brown, David E.
Students' Concept of Force: The Importance of Understanding Newton's Third Law.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 18 Jan 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (Crystal City, VA, January 1988). May not reproduce well because of small print and marginal legibility on some pages.
GRANT- MDR-8470579
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *Concept Formation; *Force; *Interviews; *Mechanics (Physics); *Misconceptions; Motion; Physics; Science Education; Scientific Concepts; Secondary Education; *Secondary School Science

This paper analyzes the misconceptions high school students have about force and suggests that the misunderstanding of Newton's third law is the key to these misconceptions. Clinical interview and diagnostic test data (N=104) indicates that many students have a naive view of force as an acquired or innate property of single objects rather than that of forces arising from an interaction between objects. Some students' view of objects as inherently more "force-full" by virtue of their mass, speed, or activity suggests that Newton's third law, which makes explicit the relational quality of forces, should play a more important role than is ordinarily granted in teaching. If students acquire a deep understanding of the third law, they may have less difficulty with both quantitative problems requiring the identification of forces and qualitative problems such as those drawing out the "impetus" misconception, in which many students view force as a property of a moving object causing it to move with constant velocity. (YP)

ED 299 250 SP 030 635

Stolworthy, Reed L.
Preservice Teacher Education: The Application of Scheffe's LSD Matrix of Multiple Comparisons to Evaluation Efforts.
PUB DATE- 6 Oct 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Competence; *Cooperating Teachers; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors

This follow-up study of preservice teachers contains data relative to the undergraduates' self-evaluation of teaching abilities, and the assessments administered through the application of the same rating scale by the respective cooperating teachers and university supervisors. A total of 58 undergraduates participated in the study. Data were obtained relative to the undergraduates' self-evaluation of their ability to demonstrate 25 teaching competencies. Cooperating teachers' and supervisors' evaluations were based on the same competencies. Descriptive and inferential statistics were applied to the data in order to determine significant differences in the assessments made by the student teachers' self-evaluation and the respective evaluations made by the cooperating teachers and university supervisors. Statistics obtained from the study are displayed in tables and the evaluation instruments are appended. (JD)

ED 299 280

TM 011 905

Case, Elizabeth J.; Bouchard, Donald
Alternative Transportation Program, P.L. 94-142. 1985-86 Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Aug 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Assembly Programs; Behavior Problems; *Bus Transportation; *Disabilities; Elementary Secondary Education; Federal Aid; Principals; *Program Evaluation; *Special Education; Special Programs; State Programs; *Student Transportation; Teacher Attitudes; Traffic Safety
IDENTIFIERS- *Albuquerque Public Schools NM; *Alternative Transportation Program; Education for All Handicapped Children Act
Overall effectiveness and impact were evaluated for the Alternative Transportation Program (ATP) of the Albuquerque (New Mexico) Public Schools, funded under Public Law 94-142, the Education for All Handicapped Children Act. Two specialists implemented the ATP, which developed and presented curricula and assemblies tailored to handicapped students on bus and pedestrian safety. The program also involved alternative transportation assessments and inservice and technical assistance for transportation providers working with the handicapped. Behavioral intervention strategies were designed and implemented for children with behavioral problems on buses. Data were collected by interviews with special education personnel; review of Transportation Office records; and surveys of 40 principals/assistant principals, 41 special education teachers, 5 special education aides, 7 support personnel, and 109 transportation providers. Major findings were: (1) 3,348 students from 101 schools participated; (2) two-thirds of transportation providers felt better prepared after training; (3) student behavior problems were reduced by almost 68%; (4) 98% of the teachers used the safety curriculum; (6) over 65% of educators and transportation personnel agreed that the program should continue; (7) more inservices were requested; and (8) liaison services were appreciated. Overall, the program's impact was decidedly positive. (SLD)

ED 299 323

TM 012 358

Coffman, William E.
Research in Writing Assessment.
PUB DATE- 16 Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Essay Tests; Evaluative Thinking; Higher Education; Latent Trait Theory; *Measurement Techniques; *Research Reports; Test Reliability; Test Validity; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- Criticism; National Assessment of Educational Progress
Five papers on the assessment of writing ability presented at the Division D meeting are critiqued. It is suggested that it is not possible to conclude--as has Larson in his study of grades 4, 6, and 8--that National Assessment of Educational Progress results do not give evidence of growth in writing ability. Dovell and Buhr, examining approaches to a system for generalizing essay writing scores in a state testing program, should perhaps have asked how much confidence one can have in decisions based on such scores. The examination by Cantor and Hoover of the reliability and validity of essay tests of writing ability was not designed to be generalizable. Swartz, Patience, and Whitney have asked if essays can contribute unique variance to the measurement of writing ability, but the data do not support their conclusions. The examination of item response theory by Ackerman, despite flaws in the analysis, does show it as a powerful tool. (SLD)

ED 299 337 UD 026 333

Singer, Merrill; Garcia, Roberto
From Research to Intervention: Substance Abuse Prevention among Hispanic Adolescents. Report No. 3.
Hispanic Health Council, Hartford, CT.
REPORT NO.- HHC-R-5
PUB DATE- 88
NOTE- 7p.
AVAILABLE FROM- Hispanic Health Council, 98 Cedar St. 3A, Hartford, CT 06103 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; After School Programs; *Alcohol Education; Cultural Awareness; Drinking; *Drug Abuse; Elementary Secondary Education; Ethnicity; High Risk Students; *Hispanic Americans; Illegal Drug Use; Pretests Posttests; *Prevention; Program Effectiveness; Program Evaluation; Research Needs; Surveys
IDENTIFIERS- Connecticut (Hartford); Cultural Sensitivity

Although there is a strong experiential sense among people in the substance abuse prevention field that Hispanic adolescents may be particularly at-risk for the abuse of licit and illicit drugs, this concern has produced only limited research or culturally sensitive, ethnically targeted prevention efforts. The following factors hinder the development of an appropriate approach to substance abuse prevention among Hispanic adolescents: (1) unavailability of much research data on the mind altering substance use patterns of this population; (2) lack of culturally appropriate models for Hispanic adolescents; and (3) tendency to lump all Spanish speaking people as Hispanic, regardless of country of origin. The Hispanic Health Council's Alcohol Unit surveyed the drinking patterns of 210 Hartford, Connecticut, Hispanic adolescents and their mothers. They found that while alcohol is a problem for some of Hartford's Puerto Rican students under the age of 18, the number is small, especially in comparison with other non-Hispanic adolescent populations. The Peer Prevention Project, designed to ensure that alcohol consumption among Hispanics remained low, provided after-school training courses for students in a junior high school located in an economically depressed, predominantly ethnic minority neighborhood. Pre- and post-tests indicate that the Project had a beneficial influence on the participants: there was a notable increase in reported frequency of the use of tobacco, and liquor for the control group, but no change for the Peer Leadership group. (BJV)

ED 299 068

RC 016 710

Protective Clothing for Pesticide Users.
Environmental Protection Agency, Washington, D. C.; Extension Service (DOA), Washington, D.C.; National Agricultural Chemicals Association, Washington, DC.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Clothing; Equipment; Extension Education; Hazardous Materials; *Occupational Safety and Health; *Pesticides
IDENTIFIERS- *Agricultural Chemicals; Environmental Protection

This brief, largely pictorial guide to protective clothing for pesticide users addresses moderately to highly toxic pesticides. The guide discusses the potential hazards of pesticides and the kinds of clothing and equipment that should be worn for personal protection. It also explains how the type of pesticide formulation affects an individual's chances for exposure, and how to clean, maintain, and store personal protective equipment such as respirators, boots, masks, and clothing. The guide illustrates and describes washing procedures during and after pesticide use, levels of toxicity, formulations, precautionary statements on hazards to humans shown on pesticide labels, handling of concentrates, and the protective clothing and equipment needed for either minimum or maximum exposure to various chemical formulations. (CS)

ED 299 082 RC 016 752

Browne, Dauna B.; Evans, Wayne H.
Native Americans in Higher Education.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Biculturalism; College Students; Cultural Awareness; *Cultural Education; *Culture Conflict; *Curriculum Development; Dropout Prevention; *Educational Needs; *Higher Education; Student Adjustment
IDENTIFIERS- *Culturally Different Students; Cultural Values; Native Americans

Colleges and universities have failed to meet the unique educational needs of Native American students, whose attrition rates are far in excess of those of other students. These students must come to terms with their cultural identity while functioning within the culturally alien framework presented by the school. Federally funded programs have had a residual effect of partially meeting these needs, but now federal funding is dwindling. Working within existing academic budgets, institutions must adjust their approaches to curriculum planning to address these concerns: (1) application of unique Indian linguistic and cognitive styles to academic tasks; (2) clarification of students' cultural identities and improvement of their self-esteem; and (3) assistance in dealing with cultural conflict. Suggested classes and process experiences include: (1) a course exploring Native American and Euro-American values and culture, individual cultural values, and the self in relation to the college system; (2) an ongoing seminar to provide continuous guidance and support throughout the college years; (3) a career awareness course; (4) a class to improve students' usage of standard English; and (5) a professional writing course. The paper includes 11 references. (SV)

ED 299 217

SO 019 372

Nufrio, Ronald M.
John Wilkes Booth and the Lincoln Conspiracy.
PUB DATE- 1 Jun 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Assignments; *Civil War (United States); Instructional Materials; *Investigations; Learning Activities; Resource Materials; Secondary Education; Social Studies; Supplementary Reading Materials
IDENTIFIERS- Assassinations; *Booth (John Wilkes); *Conspiracy; Lincoln (Abraham); Stanton (Edwin)
The 1865 conspiracy to assassinate Abraham Lincoln also included plans to assassinate other government officials on that same April evening. The actor, John Wilkes Booth, succeeded in killing Lincoln, but his fellow conspirators bungled their attempts to kill William Seward, Andrew Johnson, Ulysses S. Grant, and possibly Edwin Stanton. In Washington, DC, Stanton as head of the investigation was unable to stop Booth and his accomplices from escaping into Virginia due to tangled telegraph wires and an inept police force. The questions that arose following Lincoln's assassination included: (1) was Booth the mastermind behind the plot?; (2) were there government officials such as Edwin Stanton in Washington behind Booth?; (3) was the investigation deliberately delayed to permit Booth to escape?; (4) were Jefferson Davis and other confederate officials supporting Booth?; and (5) was the man who was killed on the Richard Garret farm really Booth or someone else? The lack of vital evidence then and now hindered the answers to the questions. This paper was written to be used as a supplement to a textbook's treatment of Lincoln's assassination, and the appendice contains a 25-item assignment list for students to further their study of the event. A 27-item bibliography for the paper is included. (DJC)

ED 299 233

SP 030 603

Reid, Denise

Vertical Structure in the Development of Sports-related Tool Use in Children.

PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Children; *Cognitive Development; *Developmental Stages; Learning Theories; *Motor Development; *Perceptual Motor Learning; *Piagetian Theory; *Psychomotor Skills

Sports-related tool use abilities in children were investigated within a neo-Piagetian framework of development. The object was to establish whether development in the motor domain proceeds in a "stage-like" fashion. A model was developed which suggested how general and precise structural changes might manifest themselves in the sub-domain of tool use. Children's performance was measured on a set of tasks designed to assess the sequence of changes specified by the model of motor development. One hundred children, ranging in age from 4 months to 10 years, were classified to one of ten groups corresponding to the substages of the sensorimotor, inter-relational and dimensional stages. The hypothesis that children's tool use abilities would proceed through a sequence of four substages across three major stages was supported by the data. An analysis of the data gathered from the study supported the notion of vertical structure, i.e., the recycling of structures in development where a clear basis exists for distinguishing major from minor stage transitions. It is suggested that the development of childrens' motor control abilities may in part be explained by cognitive developmental theory. (Author/JD)

ED 299 266

TM 011 866

Case, Elizabeth J.; Leavitt, Alan
Mental Health Project, P.L. 94-142. 1985-86 Evaluation Report.
Albuquerque Public Schools. NM. Planning, Research and Accountability.
PUB DATE- Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; Clinics; Consultation Programs; *Counseling Services; *Disabilities; Elementary Secondary Education; Federal Aid; *Inservice Teacher Education; Interdisciplinary Approach; Learning Disabilities; *Mental Health Programs; *Program Evaluation; *Special Education; Special Education Teachers; Special Programs; Therapy
IDENTIFIERS- *Albuquerque Public Schools NM; Education for All Handicapped Children Act; Multidisciplinary Teams
The Mental Health Project of the Albuquerque (New Mexico) Public Schools (APS), which was initiated in August of 1985, was evaluated. Funded by Public Law 94-142, the program focused on providing an interdisciplinary team approach to deliver direct and indirect counseling services to selected special education students, families, and staff. Clinical services provided to 88 students (aged 5-21 years) during the 1985-86 school year included individual, group, or family therapy. Of these students, 49% had behavioral disorders, 28% had communication disorders and behavioral problems, 16% had learning disabilities, and 7% had multiple disabilities. Consultation services included 1,000 sessions (1,200 hours) of staff and teacher support activities and child advocacy. Training activities for 180 sessions (320 hours) were also included. Interviews, participant surveys, and review of records were used to evaluate the program in April and May of 1986. Fifty-two out of 98 APS educators returned usable questionnaires. The program was found to have a positive impact on special education staff and students; 84% of the students served achieved slight to complete alleviation of referring problems. Services were effective and valued by recipients. Suggestions for improving the program focused on improved inservice training and better communication about students receiving services. (SLD)

ED 299 309

TM 012 135

O'Neal, Sandra
A Comparison of College Entrance Examination Results for Large School Districts, 1986.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Jan 88
NOTE- 20p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Public Schools; *School District Size; *Scores; Secondary Education; Standardized Tests
IDENTIFIERS- *American College Testing Program; *Scholastic Aptitude Test
Student performances on the American College Test (ACT) and the Scholastic Aptitude Test (SAT) were compared in large school districts. Focus was on determining whether college-bound graduates in different school districts score equally well on college entrance examinations and how college entrance examination scores for students compare across school districts. A survey instrument was mailed to directors of research in the 100 largest school districts in the United States, with 56% responding, representing 27 states. ACT results are displayed in 5 charts (one each for the English, mathematics, social studies, and natural science subtests and the composite), and SAT results are displayed in 2 charts (one each for the verbal and mathematics subtests). Scores for a district may be compared to scores for other districts in the same size range group or any other size groups. An appendix alphabetically lists the 56 participating school districts by name, location, and size of student population (ranging from 17,500 to 590,000). (SLD)

ED 299 350 UD 026 404

De Jung, John E.
Identification and School Related Attitudes and Expectations of At-Risk High School Students. Final Report OERI Project No. 117EH 60006.
Oregon Univ., Eugene. Coll. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 95p.
GRANT- G00861-0970
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; *Dropout Characteristics; Dropout Research; *Dropouts; *High Risk Students; High School Freshmen; High Schools; High School Seniors; *High School Students; *Potential Dropouts; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- Oregon
Reducing absences is the most readily available strategy that high schools have for reducing the number of dropouts. A sample of approximately 2,000 students who entered three Oregon urban high schools in the Fall of 1983 or 1984 was studied in order to establish criteria for identifying students who were at-risk of not graduating. The group was divided into "at-risk" and "not at-risk" groups on the basis of freshman year Grade Point Average (GPA), and number of days absent. "At-risk" students were identified as those having a GPA below 1.6, and 15 or more days absent. Both groups completed questionnaires concerning their attitudes, expectations, and social and family interactions as freshmen, when they were freshman and again in December 1986. Findings from analysis of the survey, GPA, and absenteeism information include the following: (1) responses to the survey questionnaire indicated more similarities than differences between the "at-risk" and "not at-risk"; (2) two-thirds of the eventual dropouts were identified by 10 days or more of absence in their freshman year; and (3) a slight improvement in accuracy of prediction could be obtained by using the average number of class absences, using a cut-off value of an average of four or more class periods absent. Twelve tables of statistical data and a one-page list of references are included. A copy of the student questionnaire, and a list of programs for at-risk students are included in the appendices. (FMW)

ED 299 364

UD 026 424

Chapter 1 Measures Up.
Ohio State Dept. of Education, Columbus.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Compensatory Education; Early Childhood Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; *Elementary School Students; *Federal Programs; Migrant Children; Parent School Relationship; Personal Narratives; *Program Effectiveness; Program Evaluation; Remedial Programs; Remedial Reading; School Community Relationship; *Supplementary Education
IDENTIFIERS- Basic Education; *Education Consolidation Improvement Act Chapter 1; *Ohio

The State of Ohio has been offering successful supplementary programs in the basic skills under the Education Consolidation Improvement Act Chapter 1 for over 20 years. Almost all Ohio school districts provide Chapter 1 services. An average of 140,000 children have been served over the past five years. Most are from migrant and other low income families, but special programs also serve handicapped, neglected, and delinquent children in state operated facilities. Eighty-three percent of all expenditures are directed toward reading programs; 10 percent toward mathematics. Students usually qualify on the basis of low achievement test scores. Some of the most profound program benefits result from the involvement of parents and other community members in classroom activities as well as in educational planning and funding. Numerous case studies of former students, teachers, and parents illustrate the variety of program content and affirm the program's success. Photographs of students and teachers illustrate the text. (FMW)

ED 299 111

SE 049 615

O'Brien, Peter; Richardson, Arthur

Mt. Druitt Longitudinal Study: 1986 Mathematics Investigation. A Report on Results, Including an Analysis of Errors and Suggestions for Remediation.

Macquarie Univ., North Ryde (Australia). School of Education.

PUB DATE- Jun 87
NOTE- 51p.; For other reports on this study, see SE 049 613-616.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disadvantaged Youth; Educational Research; Elementary School Mathematics; Elementary Secondary Education; Error Patterns; Foreign Countries; *Intervention; Longitudinal Studies; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Tests; Preschool Children; *Preschool Education; Remedial Mathematics; *Secondary School Mathematics
IDENTIFIERS- Australia

This report: (1) describes the mathematics test given to Year 8 students in the Mt. Druitt Longitudinal Study in 1986; (2) describes and discusses the results; (3) analyzes errors made by the students; and (4) suggests some possible interventions to address the errors made by students. The study dates from 1975 when funds were obtained to provide intervention programs at five preschools in Mt. Druitt (Australia), an area which had been identified as being disadvantaged. These intervention programs were aimed at bridging the educational achievement gap between these "disadvantaged" students and those who were not "disadvantaged." The intervention programs ceased in 1979 when the children had completed first grade. Since that time the study has been involved in assessing educational skills, pupil attitudes, and teacher and pupil classroom behavior through testing, questionnaires, and observation. Teacher and parent interviews have also been conducted. To determine whether the early intervention assisted the Mt. Druitt students and how that "disadvantage" operated, comparison schools were chosen to undergo the same testing as the Mt. Druitt schools. In 1986, the students who were first identified in preschool in 1977 were in year eight in high school. Scripts of the 1986 test, which was administered in two parts on two separate occasions during a school week in March, are appended. (PK)

ED 299 142

SE 049 667

Kupari, Pekka, Ed.
Mathematics Education Research in Finland Yearbook 1986. Theory into Practice 18.
Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-849-7
PUB DATE- 87
NOTE- 93p.; For the 1985 yearbook, see ED 281 766.
LANGUAGE- English; German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Cognitive Development; Cognitive Processes; Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; *Learning Problems; Low Achievement; Mathematics Education; *Mathematics Instruction; Metacognition; Problem Solving; *Research Utilization; *Teaching Methods; Yearbooks
IDENTIFIERS- *Finland; *Mathematics Education Research
This fourth yearbook on research on mathematics teaching in Finland contains five articles, four in English and the fifth in German. "Mathematics as a Cognitive Science" (C. Letteri) examines cognitive aspects related to teaching and learning mathematics, with the focus on the different levels of comprehension and an analysis of basic cognitive and metacognitive skills. "A Project for the Development of Students' Cognitive Processes in the 7th Grade of the Comprehensive School" (P. Malinen) describes experimental teaching with low-achieving students in order to develop analytical skills, use of mathematical strategies, and metacognitive thinking. "A Model for Teaching Problem Solving in Mathematics" (E. Pehkonen) considers prerequisites for problem solving and sketches a model for teaching problem solving which incorporates the solving of separate problems as well as problem solving as a teaching method. "Identification, Comparison and Justification of Central Research Orientations in Didactic Research of Mathematics" (T. Keranto) aims to initiate discussion on central research orientations in didactic research as well as the reason why specific studies are needed. The final article, "Schuelerschwierigkeiten in der Algebra" (G. Loercher), focuses on difficulties students have learning algebra and describes the development of diagnostic tests. (MNS)

ED 299 157

SE 049 689

Abstracts of the Finalists of the International Science and Engineering Fair (39th, Knoxville, Tennessee, May 8-14, 1988).
Science Service, Inc., Washington, D.C.
PUB DATE- 88
NOTE- 346p.; For 1987 abstracts, see SE 049 645. Contains small print which may not reproduce well.
AVAILABLE FROM- Science Service, Inc., 1719 N Street, NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Achievement; *Awards; Engineering Education; Extracurricular Activities; International Educational Exchange; *International Programs; Science Education; *Science Fairs; *Science Projects; Secondary Education; Student Projects
IDENTIFIERS- *International Science and Engineering Fair

A science and engineering fair is a competition based on the quality of projects done by students, the results of which are reported through exhibits and oral presentations at the fair. Fairs operate on a step basis. Students who win in small, local fairs, move to a city fair, then to a regional fair, and may be chosen to represent that fair in the International Science and Engineering Fair (ISEF). The finalists whose project abstracts are reported in this book won the honor of presenting their projects at the 39th ISEF in Knoxville, Tennessee, in May 1988 as the result of being chosen the best in 381 affiliated fairs. Abstracts are organized by project categories. These 13 groups are described and include: behavioral and social sciences; biochemistry; botany; chemistry; computer science; earth and space sciences; engineering; environmental sciences; mathematics; medicine and health; microbiology; physics; and zoology. An index is also included of all the finalists. (CW)

ED 299 187

SO 019 320

Tax Education: An Assessment of Needs at the Secondary Level.
Research Report Number 97.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Mar 87
NOTE- 54p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Instruction; High Schools; Media Research; *Program Improvement; Supplementary Reading Materials; *Taxes; Teacher Response; Textbooks
IDENTIFIERS- Internal Revenue Service

This research report examines the current use in secondary schools of the Internal Revenue Service's (IRS) nine-chapter booklet, "Understanding Taxes," and the complementary six program videos, "Tax Whys," and offers suggestions for updating the video programs. The review begins with telephone interviews of the IRS Taxpayer Education Coordinators and Joint Council of Economic Education Center Directors to establish their roles in the promotion of the videos, their comments on the programs, and their suggestions for new programs. The needs assessment also included two field studies conducted in San Francisco (California) and North Carolina to determine the extent of secondary school use of the booklet and the videos. The findings indicate a wider use of the booklet than the videos in the classroom. The final conclusions are that the booklet and video programs need to be promoted as complementary and that the teacher's guide should incorporate both materials. Suggested topics for the new video programs include how to complete tax forms, where does tax money go, how tax legislation is created, the history of taxation, the relationship of taxation and fiscal policy, and the taxation systems of different countries. Appendices contain: (1) the telephone interview questionnaire; (2) North Carolina Curriculum Guide (Taxpayer Education Selection); (3) Tax Profile from "Tax Whys" Teacher's Guide; and (4) percentage breakdown of all survey items. (DJC)

ED 299 202

SO 019 349

Anderson, Lynne; And Others
Social Studies Curriculum Guide: Grade Three, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 44p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM- Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black History; Career Exploration; *Citizenship Education; Course Content; Course Objectives; Curriculum Guides; *Geography; Grade 3; Instructional Materials; Learning Activities; Learning Modules; Primary Education; *Social Studies
This Fort Bend (Texas) social studies curriculum guide for third grade covers six 6-week periods, and the nine course outlines include topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The nine topics include holidays, maps, community life, cities and towns, farms, resources, citizenship, black history, and careers. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "Communities and Resources" (Silver Burdett), "Globe Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), the teacher's guides and blackline masters from "Our Community and Others" (Graphic Learning) and "Primary Social Studies Skills" (Nystrom), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 251

SP 030 636

Davies, Allyson Ross; And Others
Explaining Dental Utilization Behavior.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Center for Health Services Research (DHHS/PHS), Hyattsville, Md.
REPORT NO.- ISBN-0-8330-0802-1; RAND/R-3528-NCHSR
PUB DATE- Aug 87
NOTE- 157p.
GRANT- 5-R01-HS05123
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406 2138 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dental Health; Health Insurance; *Health Services; *Needs Assessment; Parent Attitudes; *Primary Health Care; Socioeconomic Status

This report examines the factors other than dental health insurance that explain people's use of dental health services. The analyses were designed to address three questions: (1) What explains the substantial percentage of people with dental health insurance who do not use any dental care during a year? (2) What underlying (and often unmeasured) differences in need, attitudes, or continuity manifest themselves as observed sociodemographic group variations in use of dental care? and (3) Do the same or different factors account for care-seeking and for amount of care once an individual enters the system? For both adults and children, two dependent variables were examined--the probability of use and expenditures by users. For adults, preventive and illness-related services were distinguished for each of these variables. Data from the study are appended and references are included. (JD)

ED 299 295

TM 012 078

Stephenson, Robert S.; Giacoboni, Kathryn N.
A Comparison of 1987 Results of SSAT-I Writing and Production Writing Assessment.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jan 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capitalization (Alphabetic); *Essay Tests; Grade 10; Grammar; High School Students; *Multiple Choice Tests; Punctuation; Secondary Education; Sentence Structure; Spelling; Test Reliability; *Test Validity; *Writing Evaluation
IDENTIFIERS- *Florida State Student Assessment Test; *Production Writing Assessment

This study compares the results of an indirect measure of writing ability, the Florida State Student Assessment Test, Part I (SSAT-I), and the Production Writing Assessment (PWA). Both instruments were administered to 10th graders in Dade County (Florida) during the spring of 1987. The SSAT-I is an untimed test containing a section indirectly measuring writing ability through multiple-choice items that address specific skills such as punctuation, capitalization, spelling, and grammar. The PWA directly measures writing performance by requiring students to write an essay on a given topic within one class period. A holistic scoring method (for 3,386 papers) and an analytical scoring method were used in the PWA. Results show that: (1) SSAT-I results agree with those from analytically scored production writing only when students have fairly high levels of overall writing skill; (2) scores representing the same skills for below-average students tend to be lower on the SSAT-I than on the analytically scored papers; and (3) SSAT-I results tend to penalize students with lower levels of overall writing skills. It appears that use of the writing portion of the SSAT-I as the criterion for labeling schools deficient is, at best, debatable. Examples of holistically scored students' essays from the 1986 PWA and results of analytical scoring of the PWA are appended. (TJH)

ED 299 096 RC 016 790

Gabel, Medard; And Others
Regenerating America: Meeting the Challenge of Building Local Economies.
Rodale Press, Inc., Emmaus, PA.
PUB DATE- 85
NOTE- 75p.
AVAILABLE FROM- Rodale Press, Inc., 33 E. Minor St., Emmaus, PA 18049.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Community Development; *Developmental Programs; *Economic Change; *Economic Development; Economic Opportunities; Economic Progress; Economic Research; *Entrepreneurship; Holistic Approach; Quality of Life
IDENTIFIERS- *Diversification; Economic Growth; *Economic Theory; Local Autonomy
The document includes five papers on the implications and applications of regeneration by the Regeneration Project, based in Emmaus, Pa. The first paper, "Regenerating America: Meeting the Challenge of Building Local Economies," (Medard Gabel) defines regeneration as economic recovery and growth, fostered by diversification within a local economy. The paper details the project's seven-step method for building or regenerating a local economy. The second paper, "The Nature of Regeneration: The Evolution of a Concept," (Ron Shegda, Gabel) offers philosophical background for the economic theory, borrowing terms from various disciplines. The paper also discusses the holistic thinking behind regeneration. The third paper, "The Regeneration Center: A Vortex for Local Economic Development," (Gabel) discusses plans for a center that would produce research, marketing surveys and perform outreach, networking, education, and business incubation. The paper also discusses financing and personnel for the center. The fourth paper, "Tools for Regeneration: Beyond the Bottom Line," (Ellen Pahl, Gabel) discusses work for evaluating and initiating local economic regeneration. The tools for such work include indexes, inventories, and market searches. The work should reach beyond "narrow economic concerns" to tie a local economy into natural systems, use of free time, and the creativity of local people. The last paper, "The Need for Pioneer Enterprises in Regeneration Zones," (Robert Rodale) supports the need for regeneration projects, especially in agriculture. The document includes charts, tables, a glossary of terms, and a list of regeneration project products. (TES)

ED 299 126

SE 049 647

Charles, Cheryl
A Necessary Synthesis: Creating an Ecological, Whole Learner Approach to Teaching and Learning about Science, Technology, and Society.
PUB DATE- 86
NOTE- 25p.; Paper presented at the Statewide Science Staff Development Conference (3rd, Columbus, OH, October 15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Ecology; *Educational Improvement; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Higher Education; Perception; Science Education; *Secondary School Science; Student Attitudes; Teacher Attitudes

Science, society, nature, and culture are interacting forces on the lives of all people. They become increasingly complex with time. In this address, a perspective of science, technology, and society is offered and suggestions and recommendations are made for how teachers can and should integrate this topic effectively into instructional programs. The paper advocates earth-based education and shares her concern for the future of this planet. Science, technology, and society programs are about decision-making and critical-thinking. It is suggested that these programs must be taught with an ecological foundation, in the larger context and framework of environmental understanding. Specific suggestions regarding this theme are included. Specific environmental education materials are identified for this type of program. (CW)

ED 299 172

SE 049 744

Murray, Tom; And Others
An Analogy-Based Computer Tutor for Remediating Physics Misconceptions. Draft.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 88
NOTE- 70p.
GRANT- MDR-8470579
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; College Science; *Computer Assisted Instruction; Computer Uses in Education; Concept Formation; Higher Education; Mechanics (Physics); *Misconceptions; *Motion; *Physics; *Programed Tutoring; *Remedial Instruction; Remedial Programs; Science Education; Tutorial Programs

This paper evaluates the strengths and limitations of a computer tutor designed to help students understand physics concepts. The tutor uses a teaching strategy called "bridging analogies" that previous research has demonstrated to be successful in one-to-one tutoring. The strategy is designed to remedy misconceptions by appealing to existing correct intuitions, and extending these intuitions by encouraging analogical thinking. Through a pretest (N=180) and a video-taped interview study, (N=25), subjects who answered the target for which a misconception existed incorrectly with high confidence and the analogous anchor correctly with high confidence were chosen to participate. Three types of data were collected: (1) notes taken by the interviewer during the sessions; (2) a computer trace of the tutor's actions and user responses; and (3) videotaped recordings of the sessions (which totaled 15 sessions, 3 of which involved student pairs). Results of this formative evaluation indicates that most of the subjects improved their understanding of Newton's third law. Suggestions for improving the computer tutor using artificial intelligence technology were discussed. Appendices include the program data structures and algorithm, and an example section of a trace file. (YP)

ED 299 324

TM 012 359

Coffman, William E.
Perspectives on Intellectual Assessment--1986. Discussion.
PUB DATE- 24 Aug 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; *Cognitive Tests; Elementary Secondary Education; *Intelligence Tests; *Research Reports; *Test Construction; Test Validity
IDENTIFIERS- Criticism; K ABC Scales; *Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children (Revised); *Woodcock Johnson Tests of Cognitive Ability
Three new tests presented as alternatives to the Wechsler tests for children were described in earlier papers of this session. This discussion reviews the earlier papers and comments on the developed tests: (1) the Woodcock-Johnson test; (2) the new Stanford-Binet; and (3) the K-ABC. The Woodcock-Johnson battery, state-of-the-art applications of traditional test construction methods, was evaluated only for its cognitive tests, without determining whether the total battery does its job. It has not been demonstrated that there is "treatment validity," that the cognitive measures provide specific guides to treatment. In fact, the same questions may be asked about the K-ABC, which attempts to measure abilities identified from studies of information processing and from neuropsychology and cognitive psychology, and the new Stanford-Binet test, a psychometric approach based on the hierarchical theory developed from factor analysis studies. For practitioners, the basic question concerns what the pay off is. Much research is needed to establish exactly what these tests measure and how patterns of scores relate to performance. (SLD)

ED 299 338

UD 026 360

Who's Looking Out for At-Risk Youth: The States' Excellence in Education Commissions. A Report.

MDC, Inc., Chapel Hill, N.C.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educationally Disadvantaged; *Educational Opportunities; Educational Quality; Elementary Secondary Education; Excellence in Education; Government Role; *High Risk Students; *Planning Commissions; School Holding Power; State Government; State Programs; *Statewide Planning; Youth Opportunities; *Youth Problems; Youth Programs

A survey of state commissions concerned with educational excellence showed that the majority of these commissions are not involved with the problems of at-risk youth. The definition of at-risk youth includes the following: (1) young people from poor families of all races, including minorities and immigrants, who face discriminatory policies and practices; (2) girls and young women who miss out on educational opportunities routinely afforded males; and (3) children with special needs who are unserved, underserved, or improperly categorized because of handicap or learning difficulties. Survey questionnaires designed to elicit the main concerns of the commissions were completed by 54 commissions in 32 states. Results indicated that less than one-fourth of those responding have chosen to focus on at-risk youth, or the kinds of programs that could assist such youth. Recommendations are the following: (1) all state educational commissions should consider recommendations targeted at at-risk youth; (2) in states where educational commissions no longer exist, special commissions should be appointed to deal with the educational problems of at-risk youth; (3) governors and state educational officers should take personal responsibility for implementation of recommendations; (4) governors, their State Job Training Coordinating Councils, and the Service Delivery Areas established under the Job Training Partnership Act should help schools and local private industry councils establish programs for at-risk youth. (FMW)

ED 299 069 RC 016 711

Sunal, Cynthia Szymanski; Phillips, Perry D.
Rural Students Development of the Conception of Economic Inequality.
PUB DATE- 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Concept Formation; Curriculum Development; *Economic Status; Elementary Secondary Education; Piagetian Theory; Poverty; *Rural Urban Differences; *Rural Youth; Social Differences; Social Structure; Social Studies; Socioeconomic Influences; *Socioeconomic Status; Student Attitudes
IDENTIFIERS- *Class (Concept); Conflict Theory; Wealth
Three socioeconomic classes of rural students ages 6 to 18 were interviewed about their conceptions of the rich and poor and economic inequality. The 114 students in the sample were divided as follows: (1) middle class, 23; (2) working class, 61; and (3) lower class, 30. Responses of the students are analyzed according to Leahy's categories of descriptions of the rich and poor. These categories are (1) peripheral, referring to possessions, appearances, and behaviors; (2) central, referring to traits and thoughts; and (3) sociocentric, referring to life chances and class consciousness. Central characteristics, use of which increased with the respondent's age, were most frequently employed in defining classes of persons. Sociocentric responses were evident in describing the rich, while peripheral responses were used to describe the poor. Subjects seemed unable to explain inequalities in wealth. Both younger and older children viewed personal effort within the existing social structure as the main means of increasing wealth. It is suggested that rural children, though less isolated by socioeconomic class than urban children, may reflect a belief of limited socioeconomic mobility. Findings are interpreted from the perspective of three theoretical systems: cognitive developmental, functionalist, and conflict. Tentative implications for the social studies curriculum of elementary, junior, and senior high schools are presented. Includes 26 references and appendices. (CS)

ED 299 218

SO 019 373

Roach, Patricia Betts, Ed.
Teaching for Global Perspective: A Resource Handbook.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 353p.
AVAILABLE FROM- Arkansas Department of Education, 4 Capitol Mall, Little Rock, AR 72201.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Global Approach; Instructional Materials; *International Education; Learning Activities; Resource Materials; Secondary Education; *Social Studies; State Curriculum Guides; Units of Study; *World Affairs
IDENTIFIERS- *Global Studies

This state resource guide of approximately 250 lesson units for teaching global studies provides 18 topics and from 3-12 lessons for each topic. The topics include global perspective, using models, balance of power, conflict, development, global environment, global resources, global trade, human rights, hunger, ideologies, international organization, international relations, technology, terrorism, world population, and world religions. Each unit contains an overview, lessons, and a resource list, and each lesson includes: (1) a theme; (2) a specific title; (3) objectives; (4) information on how to begin the lesson; (5) procedures for lecture/discussion; (6) a guided activity; (7) information about how to end the lesson; (8) an independent activity; and (9) resource materials. The guide also includes student activity sheets and maps that can be used as resources. (DJC)

ED 299 234 SP 030 605

Ariav, Tamar
Growth in Teachers' Curriculum Knowledge through the Process of Curriculum Analysis.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Evaluation Criteria; Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Material Evaluation; Research Methodology
IDENTIFIERS- Israel
This study examined how teachers' curriculum knowledge grows through the process of curriculum analysis and identifies particular areas of growth derived from the experience. The research was conducted with eight individual teachers in Israel. Curriculum analysis is the critical and systematic examination of curriculum materials in order to identify their positive and negative characteristics, potential for teaching and learning, and hidden values and assumptions. Materials-in-use are analyzed to determine strengths or weaknesses to allow for modified implementation. The analysis is guided by an instrument or a scheme which includes questions or criteria to be considered throughout the examination. This instrument is called "SALTAL" and includes 33 prescriptive criteria which explicate the desirable characteristics of good curriculum materials and therefore are normative and judgmental. A description is given of the teachers who participated in the study, the SALTAL instrument, and the way the study was conducted. While substantial growth in curriculum knowledge in the eight teachers was observed, they had difficulty when analyzing familiar materials in detaching themselves from their implementation mode and regarding them objectively. The strengths and weaknesses of the SALTAL instrument are analyzed and recommendations are made for further research. (JD)

ED 299 267

TM 011 867

Case, Elizabeth J.; Johnson, Barbara
Out of School Child Find Program, P.L. 94-142. Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Community Information Services; *Disabilities; Federal Aid; *Handicap Identification; Hearing Impairments; *Preschool Children; Preschool Education; *Program Evaluation; *Referral; Special Education; Special Programs; Speech Handicaps
IDENTIFIERS- *Albuquerque Public Schools NM; *Child Find; Education for All Handicapped Children Act; Screening Programs
The out-of-school child find program conducted by the Albuquerque (New Mexico) Public Schools to locate and refer handicapped children from birth to the mandated age for public education was evaluated. This program used funds from Public Law 94-142, the Education for All Handicapped Children Act. An awareness campaign, screening and evaluation of children, and serving as a liaison between the schools and outside agencies serving handicapped children were the program's objectives. Data were collected by interviews with special education administrators and diagnosticians and review of records of the Child Find Office and the District Diagnostic Center. Focus was on evaluating the program's impact and effectiveness. Parents referred 165 children in the first year. The children ranged in age from 1 year to school age; 57.64% were 3 or 4 years old. Parents found out about the program from: (1) program staff; (2) awareness campaign literature; (3) friends or relations; (4) school newsletter; (5) referral by physicians and psychologists; (6) program reports; and (7) school or day care center. Parents referred children for the following major reasons: (1) language and speech problems; (2) hearing problems; (3) behavior problems; and (4) unspecified concerns. About 16% of the children referred qualified for special education programs; parents of those who did not qualify received suggestions and activities for working with their children. (SLD)

ED 299 281

TM 011 942

Tollefson, Nona; Chung, Jing-Mei

A Comparison of Two Methods of Assessing Partial Knowledge on Multiple-Choice Tests.

SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Comparative Analysis; Evaluation Methods; Graduate Students; Guessing (Tests); Higher Education; *Multiple Choice Tests; *Reliability; *Scoring Formulas
IDENTIFIERS- Correction for Guessing; Elimination Scoring; Internal Consistency; Number Right Scoring; *Partial Knowledge (Tests)

Procedures for correcting for guessing and for assessing partial knowledge (correction-for-guessing, three-decision scoring, elimination/inclusion scoring, and confidence or probabilistic scoring) are discussed. Mean scores and internal consistency reliability estimates were compared across three administration and scoring procedures for multiple-choice tests: (1) number right; (2) Coombs elimination response method; and (3) inclusion. It was hypothesized that the mean scores of subjects administered an achievement test under experimental inclusion-of-correct- and elimination-of-incorrect-alternatives directives would be significantly different from the mean score of subjects administered the same test under number-right directives. Seventy-five graduate students in an introductory statistics class were randomly assigned to one of three administration and scoring procedures. A 36-item multiple-choice test with 4-response alternatives per item was used to assess the effect of the different methods. A comparison of mean scores indicated no significant between-group effect. Elimination and inclusion scoring produced higher internal consistency reliability estimates than did number-right scoring. Two data tables conclude the document. (TJH)

ED 299 310

TM 012 139

Annual Performance Report, 1986-87.
Austin Independent School District, Tex.
PUB DATE- Jan 88
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Annual Reports; Average Daily Attendance; Class Size; Discipline; Dropout Rate; Elementary Secondary Education; Expenditure per Student; Objectives; Performance; Personnel Data; *Program Evaluation; *School Effectiveness; Standardized Tests; Teacher Student Ratio
IDENTIFIERS- *Austin Independent School District TX

The annual performance report of the Austin Independent School District (AISD) for the 1986-87 school year contains the information required by the State Board of Education reconfigured into district-level and campus-level (individual school) information. Data include: the Superintendent's Report for 1986-87, dropout rates, class size above selected reporting levels, information gathered by the Texas Education Agency, student achievement, discipline, instructional expenditures per average daily attendance, personnel turnover rates, and student/teacher ratios by program. Priorities for the year were improvement in: (1) curriculum and instruction; (2) human resources services; (3) communication and pride; and (4) management efficiency. Achievements for each priority are detailed. Across all grades and test areas, AISD students generally scored above national averages on standardized tests, including the Scholastic Aptitude Test. Dropout rates declined for high school, although they rose for junior high. Campus-level statistics are presented in data tables. (SLD)

ED 299 365

UD 026 425

Hispanic Agenda: 1990 and Beyond.
Latin American Research and Service Agency, Denver, CO.
PUB DATE- 87
NOTE- 26p.
AVAILABLE FROM- Latin American Research and Service Agency, 899 Logan Street, Suite 400, Denver, CO 80203.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; Community Change; *Community Development; Community Involvement; Community Leaders; Community Organizations; Community Programs; Disadvantaged; Dropout Prevention; Economic Development; Educational Attainment; Employment Practices; Health Services; *Hispanic Americans; Housing; Long Range Planning; Minority Groups; Program Descriptions; Program Design; Program Development; *Quality of Life; *Urban Programs
IDENTIFIERS- *Colorado

The goal of the Hispanic Agenda is to enhance the quality of life for Colorado Hispanics and all other Coloradans. Responsibility for the program rests with the Hispanic community and leadership. The Hispanic Agenda Steering Committee began work in January 1986 to develop the structure and process for the Agenda. Program components, identified through a consensus of representatives of the Hispanic community, include the following: (1) elementary secondary education; (2) higher education; (3) labor and employment; (4) economic development; (5) housing and neighborhood; (6) health and human services; (7) political participation and leadership; and (8) media. Subcommittees were formed to identify specific problem areas, collect information, and draft position papers containing long and short term goals and objectives. Over 200 participants took part in goal review and revision at the Hispanic Agenda Conference (St. Cajetan's Center, Auraria Higher Education Center, Denver, Colorado, October 18, 1986). The goals are to be achieved within the next five years. Action committees will be formed to implement the goals, using a recommended strategic approach and criteria system. Specific issues, responsibility for implementation and performance objectives are listed for each of the program components. Statistical data are included on ten graphs, one chart, and one map. (FMW)

ED 299 083 RC 016 753

Immigration: Studies of the Immigration Control Act's Impact on Mexico. Briefing Report to the Honorable Dennis DeConcini, U.S. Senate.

General Accounting Office, Washington, DC. Div. of National Security and International Affairs.

REPORT NO.- GAO/NSIAD-88-92BR

PUB DATE- Feb 88

NOTE- 64p.; This report includes a lengthy annotated bibliography.

AVAILABLE FROM- U. S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies, $2.00 each; 100 or more, 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Area Studies; Demography; *Economic Factors; Employment; Federal Legislation; Foreign Countries; Income; International Studies; *Labor Force; Labor Market; *Migrant Workers; *Migration Patterns; Social Science Research; *Undocumented Immigrants

IDENTIFIERS- Deportation; Immigration Law; *Immigration Reform and Control Act 1986; *Mexico

This report describes research on the impact of the Immigration Reform and Control Act of 1986 (IRCA), Public Law 99-603, on Mexico's economy and social structure. The purpose of IRCA is to control illegal immigration to the United States, and a key provision makes it illegal for employers to knowingly hire or continue to employ undocumented aliens. Since enforcement of employer sanctions began in June 1987, it is too soon to clearly identify and measure IRCA's effects. In addition, researchers differ as to the best method for measuring the flow of undocumented Mexican workers to the United States, and there is a lack of pre-IRCA baseline data on the Mexican economy and social structure. A meaningful assessment of IRCA's impact on Mexico requires a coordinated research effort by Mexico and the United States. Appendix I contains a map identifying the Mexican states which are the chief source of emigration, and it summarizes research covering: (1) history and characteristics of Mexican migration to the United States; (2) major impacted areas in the two countries; (3) characteristics of Mexican migrants; (4) numbers of undocumented migrants; and (5) IRCA's possible impact on Mexico's economy and labor force, and on the level of private remittances from the United States to Mexico. Appendix II is a 91-item annotated bibliography. (SV)

ED 299 112 SE 049 616

O'Brien, Peter; Richardson, Arthur
Mt. Druitt Longitudinal Study: 1987 Mathematics Investigation. A Report on Results, Including an Analysis of Errors and Suggestions for Remediation.
Macquarie Univ., North Ryde (Australia). School of Education.
PUB DATE- Jul 87
NOTE- 51p.; For other reports on this study, see SE 049 613-615. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disadvantaged Youth; Educational Research; Elementary School Mathematics; Elementary Secondary Education; Error Patterns; Foreign Countries; *Intervention; Longitudinal Studies; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Tests; Preschool Children; *Preschool Education; Remedial Mathematics; *Secondary School Mathematics
IDENTIFIERS- Australia
This report: (1) describes the mathematics test given to Year 9 students in the Mt. Druitt Longitudinal Study in 1987; (2) describes and discusses the results; (3) analyzes errors made by students; (4) analyzes the responses to items common to the 1986 and 1987 tests; and (5) suggests some interventions to address the errors made by students. The study dates from 1975 when funds were obtained to provide intervention programs at five preschools in Mt. Druitt (Australia), an area which had been identified as being disadvantaged. These intervention programs were aimed at bridging the educational achievement gap between these "disadvantaged" students and those who were not "disadvantaged." The intervention programs ceased in 1979 when the children had completed first grade. Since that time the study has been involved in assessing educational skills, pupil attitudes, and teacher and pupil classroom behavior through testing, questionnaires, and observation. Teacher and parent interviews have also been conducted. To determine whether the early intervention assisted the Mt. Druitt students, comparison schools were chosen to undergo the same testing as the Mt. Druitt schools. In 1987, the students who were identified in 1977 were in year 9 in high school. Scripts of the 1987 test, which was administered in two parts on separate occasions within one school week in April, are appended. (PK)

ED 299 127

SE 049 648

Clarke, John A.
Classroom Dialogue and Science Achievement.
PUB DATE- 88
NOTE- 17p.; Paper presented at the Annual Conference of the Australian Science Education Research Association (Sydney, Australia, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; *Classroom Environment; *Classroom Observation Techniques; Discussion (Teaching Technique); Grade 8; Junior High Schools; Middle Schools; Science Education; *Secondary School Science
IDENTIFIERS- *Science Achievement; *Thematic Analysis
This study reports the application to classroom dialogue of the Thematic and Structural Analysis (TSA) Technique which has been used previously in the analysis of text materials. The TSA Technique identifies themes (word clusters) and their structural relationship throughout sequentially organized material. Dialogues from four Year 8 science classrooms are analyzed using the TSA Technique and the resulting structures rank-ordered on the basis of the number, quality and organization of themes. The structure of the dialogue was the most influential predictor of achievement. Implications of the findings for teaching and teacher education are discussed. An appendix includes a list of the five measuring instruments used in the study. There are 28 references cited. (Author/CW)

ED 299 203

SO 019 350

Anderson, Lynne; And Others
Social Studies Curriculum Guide: Grade Four, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 74p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM- Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Course Content; Course Objectives; Curriculum Guides; Environmental Education; Grade 4; Instructional Materials; Intermediate Grades; Learning Activities; Learning Modules; *Social Studies; *State History
IDENTIFIERS- *Texas
This Fort Bend (Texas) social studies curriculum guide for fourth grade covers six six-week periods, and the 13 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The 13 topics include map skills, personal, social, and civic responsibility, forest, desert, plains and mountain regions, regions working together, Texas and its neighbors, Texas history, modern Texas, economics, and forests, parks, wildflowers, and wildlife. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "States and Regions" (Silver Burdett), "Globe Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), "Texas" (Graphic Learning), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). This guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 252

SP 030 638

Kleinsasser, Audrey M.

Dissonance and Dialogue: An Examination of the Role Cooperating Teachers Play in the Development of a Content and Pedagogical Knowledge Base in Novice Language Arts Teachers.

PUB DATE- 13 Oct 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; Field Experience Programs; Higher Education; *Individual Differences; *Interpersonal Relationship; Secondary Education; *Teacher Interns; Teacher Role; *Teaching Styles
IDENTIFIERS- Extended Degree Programs

This paper presents an analysis of the perceptions intern language arts teachers have of the roles their cooperating teachers play in content and pedagogical knowledge development. Eight secondary student interns in secondary language arts participated who were completing a 14-week teaching internship which was the final requirement of a 5-year teacher education program. Data were collected by structured and unstructured interviews, twice-weekly journal accounts, classroom observation, and a preliminary questionnaire. The investigation indicated that dialogue between intern teachers and cooperating teachers revolved around classroom management and procedural concerns rather than content knowledge. The focal points of dialogue and dissonance between cooperating teachers and intern teachers appeared to be interpersonal relationships and the acknowledgement that teaching styles are unique to the individual teacher. Results suggest that intern teachers value positive interpersonal relationships and for them a major source of dissonance was not being sure whether the cooperating teacher approved of them or their teaching style. A discussion of the results includes considerations on the value of extended field experience programs. (JD)

ED 299 351 UD 026 405

Career Explorations: The Program and Management Report.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.
PUB DATE- Dec 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Awareness; Career Counseling; Cooperative Programs; *Educational Opportunities; Higher Education; High Schools; *High School Seniors; *Minority Groups; Program Evaluation; School Community Relationship; Science Careers; Summer Programs; Urban Programs; Urban Youth; *Work Experience Programs
IDENTIFIERS- City University of New York Hunter College; New York (New York)

An independent evaluation of the Career Explorations program found it to be worthy of both continuation and replication. Career Explorations is a summer youth program operated by Hunter College (New York) in cooperation with The Coalition of 100 Black Women, and supported by The Commonwealth Fund. Its aim is to help minority New York City high school students expand their knowledge of career options and educational opportunities, particularly in health science and technology. Participants are neither academically gifted nor educationally disadvantaged. Strategies include the following: (1) meaningful work experience; (2) close relationships with mentors, supervisors, and other adults; and (3) participation in educational seminars. Program successes included the following: (1) reaching its target audience; (2) a 97 percent completion rate; and (3) a high level of participant satisfaction. Factors contributing to success included the following: (1) committed staff and leadership; (2) identification with Hunter College and the Coalition; (3) focus on meeting the needs of youth; (4) emphasis on adult youth relationships; and (5) capacity to help participating organizations meet some of their needs. Problems faced by the program can be attributed to its complexity and sometimes confusing goals. Statistical data are included on 16 tables. (FMW)

ED 299 143

SE 049 668

Knapp, Michael S.; And Others
Designing and Organizing Assessment in the National Science Foundation. An Approach to Assessing Initiatives in Science Education: Volume 1.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 88
NOTE- 111p.; For volume 2 see SE 049 669, summary report see SE 049 670.
CONTRACT- NSF-SPA-8651540
AVAILABLE FROM- SRI International, 333 Ravenswood Ave., Room B-S142, Menlo Park, CA 94025 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cost Effectiveness; Decision Making; Educational Assessment; Educational Finance; *Elementary School Science; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; *Financial Policy; Financial Support; *Foundation Programs; Grants; Needs Assessment; School Support; Science Education; *Secondary School Science
IDENTIFIERS- *National Science Foundation
This report presents recommendations to the National Science Foundation (NSF) to guide it in assessing its initiatives in science education. The report outlines appropriate goals, procedures, arrangements, and resources necessary to establish an effective set of assessment practices that build on existing assessment activities in the Foundation, fit with agency culture and constraints, and are both comprehensive and practical. Part 1 of this report presents arguments for improving the Foundation's approach to the assessment of science education initiatives. All of the recommendations to the Foundation appear in this section. Part 2 details two sets of design considerations. The first discusses the framing of assessment questions from different perspectives and the second describes design options and elaborates the strengths and weaknesses of different procedures and mechanisms for carrying out assessments. Part 3 reviews the results of SRI's pilot test of short-term, focused assessment procedures in informal science education. Described are the procedures used, the findings, and methodological lessons for further application of these procedures. (CW)

ED 299 158

SE 049 694

Smith, Lyle R.
Lesson Complexity, Student Performance, and Student Perception in Mathematics.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Difficulty Level; Educational Research; Geometry; High Schools; Mathematical Applications; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; Student Attitudes; *Student Reaction
First-year algebra high school students of various ability levels were presented lessons concerning the application of geometry theorems. The lessons varied in terms of the complexity of the examples that were shown. After the lessons, students completed a questionnaire concerning their perceptions of the lessons, and then they were tested over the material covered in the lessons. With test scores as the dependent variable, the main effect due to lesson complexity was not significant. With student perception as the dependent variable, significant main effects due to lesson complexity were identified. Significant interactions between lesson complexity and student ability level also were identified. These results are discussed in terms of teaching secondary school mathematics. (Author)

ED 299 173

SE 050 080

Mestre, Jose; Touger, Jerold
Cognitive Research--What's in It for Physics Teachers?
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 88
NOTE- 26p.
GRANT- BNS-8511069
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Structures; *College Science; Higher Education; Inservice Teacher Education; *Misconceptions; *Physics; *Problem Solving; Science Education; Scientific Concepts; Secondary Education; Secondary School Science; *Teacher Education; *Teaching Skills; Teaching Styles
IDENTIFIERS- *Expert Novice Problem Solving
It is often both possible and valuable for a teacher to be a researcher in his or her own classroom. This paper describes the nature of cognitive research and focuses on two areas of research that may be of special interest to classroom physics teachers. The first area refers to misconceptions that students bring with them to their physics classes. This part includes the nature of misconceptions, some examples, and implications for classroom teaching with instructional examples. The second area deals with different ways that novices and experts go about storing and accessing information and solving problems. Topics included are expert/novice differences in knowledge organization and problem solving, results of the Hierarchical Analysis Tool (HAT) study, and some implications for the classroom. Discussed are the improvement of instruction, the development of testing instruments, and the necessity of teacher involvement in research. (YP)

ED 299 188

SO 019 321

Adams, Ruth; And Others
Evansville: The Economic History and Development of a River Town in the 1800's. Grade 7.
Evansville-Vanderburgh School Corp., Ind.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Economics Education; Grade 7; Junior High Schools; Learning Modules; Local History; Teaching Guides
IDENTIFIERS- *Indiana (Evansville); Ohio River
This teacher's guide for the instruction of economic concepts at the seventh grade level uses Evansville's (Indiana) historical development to further the study of concepts such as economic needs and wants, factors of production, and opportunity cost. The first part of the guide, "Introducing Basic Economic Concepts," uses the text "Enterprise Island: A Simple Economy" and the student activity booklet "A Study of Basic Economics." The corresponding chapters from the activity booklet are reproduced for each unit. The second part of the guide focuses on Evansville, and the reading materials and student activity sheets are reproduced as student handouts. An 18-item test on economic terms and a 49-item examination on Evansville are included. (DJC)

ED 299 296

TM 012 079

Chern, Hermine J.; And Others

A Survey of Automotive Mechanics Programs in the Philadelphia Public Schools. Report No. 8701.

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

PUB DATE- Dec 86
NOTE- 39p.; This report is the first of two in a study of the automotive mechanics curriculum in the Philadelphia Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; *Curriculum Evaluation; Educational Assessment; Educational Objectives; Equipment; Interviews; Program Effectiveness; *School Surveys; Secondary Education; Secondary School Curriculum; Secondary School Teachers; *Shop Curriculum; *Skill Centers; Supplies; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Philadelphia School District PA

During March and April of 1986, the three members of the Career Education Evaluation Unit of the Philadelphia (Pennsylvania) School District interviewed 29 automotive mechanics teachers working at nine comprehensive high schools, two vocational technical schools, and two skills centers. The interviews focused on the implementation of standardized curriculum in the automotive shops, equipment and supply availability, and the numbers of students enrolled in automotive mechanics classes. The study also attempted to determine the degree to which three out of five student-oriented outcomes of the Career Education Five-Year-Plan were being addressed. Results indicate time and equipment/supply constraints, favorable responses by teachers to the standardized curriculum, student difficulties in the areas of reading and mathematics comprehension, good attitudes toward staff development sponsored by the private automotive industry, and a lack of sex equity and equal access for the handicapped in program implementation. Enrollment statistics, a list of equipment that teachers considered necessary for implementing standardized curriculum, the interview instrument, and a summary of a June 3, 1986 instructional staff meeting in Philadelphia are appended. (TJH)

ED 299 097 RC 016 794

Directory of Ethnic Minority Professionals in Psychology.
American Psychological Association, Washington, D.C.
PUB DATE- 88
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Ethnic Groups; Hispanic Americans; *Minority Groups; Pacific Americans; Professional Personnel; *Psychological Services; *Psychologists

This directory of ethnic minority professionals in psychology was developed from responses by about 600 professionals. Minority categories include American Indians/Alaska Natives; Asians/Pacific Islanders; Blacks/Afro-Americans; and American Hispanics/Latinos. Each entry provides: name, sex, business address and phone number, highest degree obtained, department, date, specialty populations expertise; areas of expertise in practice; areas of expertise in research; areas of expertise in teaching; areas of expertise as expert witness; and American Psychological Association division membership. The psychology specialty codes allow for very detailed description of individuals' specialities. The directory has four appendices: (1) an alphabetical list of directory participants, divided by gender; (2) a list of participants by state; (3) a list of participants by American Psychological Association divisions; and (4) a table of demographics of participants by ethnicity and highest degree obtained. Directory also includes a blank copy of the questionnaire that was filled out by the professionals listed. (TES)

ED 299 219

SO 019 377

Crews, Kimberly A.; Concellier, Patricia
U.S. Population: Charting the Change. A Population Learning Series. Student Chartbook.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- May 88
NOTE- 23p.; Red ink used for titles and subheadings in text and for charts.
AVAILABLE FROM- Population Reference Bureau, Inc., 777-154th Street, N.W., Washington, DC 20005 ($2.00; $1.75 for two or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ethnic Distribution; Ethnic Groups; Family Characteristics; Instructional Materials; *Migration; *Population Education; *Population Growth; *Population Trends; Racial Distribution; Salary Wage Differentials; Secondary Education; *Supplementary Reading Materials
This student chartbook on the demography of the United States uses text and corresponding maps and charts to teach demographic concepts and terminology. The first reading, "Population Change in the U.S." explains natural increase, net migration, and growth or decrease of population for 1980-1986. The second reading, "U.S. Population by Age and Sex" discusses population pyramids, the baby boom, and aging. The "U.S. Household Composition" is the third reading, and it covers household and family size, 1950-1985. The fourth reading, "U.S. Racial and Ethnic Composition" discusses factors affecting composition, trends and projections, and regional trends. "The Wage Gap" is the fifth reading, and it compares educational attainments and occupations of white males, white females, black males, and black females. The sixth and final reading is "Migration in the United States," and it discusses historical migration trends, recent trends, characteristics of migrants, and the effects of migration. A 24-word glossary is included. Information on Population Reference Bureau, Inc. membership and other educational materials produced by them is provided. (DJC)

ED 299 235 SP 030 606

Henkel-Ungericht, Renate
Why Let Future Teachers Burnout? Thoughts on a Preventative Training Concept.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual International Seminar in Teacher Education (8th, Chichester, England, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; *Curriculum Development; Higher Education; Preservice Teacher Education; *Prevention; *Stress Management; *Stress Variables; Teacher Behavior; *Teacher Burnout
This article offers reflections on a preventive training model focused on teacher burnout that can enrich preservice teacher education. Two fundamental questions are discussed: (1) Which factors in the work of a teacher are potential sources of burnout? and (2) What must a preventive concept include to forestall the problem of future teachers' burnout? Examining possible stress factors facing teachers, two categories are considered: stress causes "outside of lessons" and stress causes "during the lessons". A list of the "outside of lessons" causes is further divided into personal, interpersonal, and organizational sources of stress. The more numerous "during the lessons" group fell into three subgroups: a structural area; an area of professional competence; and an area of psychological competence. The latter two areas constitute the greatest potential for problems. Several elements of training that should be included in a possible preservice curriculum are discussed: (1) theoretical and practical knowledge should be incorporated so that the preservice teacher can recognize the reality of classroom teaching; (2) basics related to burnout should be presented; (3) general suggestions for prevention of burnout should be made; and (4) more individualized training for the prospective teacher should be offered. A bibliography is included. (JD)

ED 299 282 TM 011 963

Bishop, John
Is the Test Score Decline Responsible for the Productivity Growth Decline? Working Paper No. 87-05.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
PUB DATE- 16 Dec 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; College Entrance Examinations; *Educational Quality; Educational Trends; Education Work Relationship; Elementary Secondary Education; Employment Qualifications; Entry Workers; *Intelligence Quotient; *Job Performance; Labor Force; Postsecondary Education; *Productivity; *Scores; Wages
IDENTIFIERS- Productivity Improvement

This paper presents evidence that recent aptitude test score decline is signaling a significant deterioration in the quality of entering cohorts of workers. The impact of general intellectual achievement (GIA) on productivity; trends in the GIA of the adult populations, students, and working adults; accounting for the labor quality growth when credentials signal GIA; and the productivity consequences of test score decline are discussed. The test score decline, which began around 1967, was roughly equal to the learning that takes place in 1.25 years of high school. The resulting wage rate decline was determined to be 7.1%. New estimates of the quality of the work force are developed that take into account improvements in the quality and quantity of education. Although substantial evidence links the decline in productivity with test score decline, the timing may seem inappropriate in linking the two factors causally. Teenagers play only a minor role in the economy; thus, a decline in their test scores cannot account for a simultaneous drop in productivity growth. Nevertheless, declines in test scores for teenagers since the late 1960s may be responsible for the non-appearance of the anticipated rebound in productivity growth forecast for the 1980s. Eight figures, eight data tables, and 81 references are provided. (TJH)

ED 299 311

TM 012 143

Shainline, Michael
Cohort Survival and Withdrawal Study District Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Sep 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Cohort Analysis; *Dropout Research; *Ethnic Groups; Followup Studies; High School Graduates; *High School Students; Hispanic Americans; School Demography; *School Districts; Secondary Education; Sex Differences; Transfer Students; White Students
IDENTIFIERS- *Albuquerque Public Schools NM
At the completion of the 1986-87 school year, the Albuquerque (New Mexico) Public Schools (APS) conducted a cohort survival and withdrawal study to follow-up 5,976 students who had begun the ninth grade within the district in 1983-84. Current records were matched with those from the 1983-84 school year to determine whether members of the identified cohort had graduated, were still enrolled within the APS, had dropped out, or had transferred to another school district. Findings indicate that: (1) 61.8% of the students had graduated from the APS; (2) 7.9% were still enrolled in the APS program; (3) 19.6% had dropped out (21.3% of the identified males and 17.9% of the females had dropped out); (4) although 8.4% more males than females began the ninth grade in the APS in 1983-84, 8.6% more females than males graduated by the end of the 1986-87 school year; (5) Eldorado High School had the highest percentage of students who had either graduated or were still enrolled, followed by Sandia and Valley high schools; and (6) Albuquerque High School had the lowest percentage of students who had either graduated or were still enrolled, followed by West Mesa and Highland high schools. The cohort dropout rates by ethnicity were: Asian and other--12.9%; Anglo--16.3%; Black--22.9%; Hispanic--23.8%; and Native American--29.3%. Ten percent of the cohort had transferred to other school districts; 24% of these students transferred to districts within the state, while 76% transferred outside the state. Three data tables and three graphs are provided. (TJH)

ED 299 325

TM 012 360

Coffman, William E.
School and Teacher Effectiveness. Discussion.
PUB DATE- 6 Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Higher Education; Measurement Techniques; *Research Methodology; Research Reports; *School Effectiveness; *Teacher Effectiveness; Test Reliability; Test Validity
IDENTIFIERS- Criticism
Four papers presented at the National Council on Measurement in Education meeting are critiqued. G. R. Mandeville and H. Heidari (1988), in a study of unusually effective schools, asked if correlations among cohorts of schools differ depending on the method of analysis used. It is suggested that it would be better to ask whether schools identified as outstanding on the basis of data from one cohort would also be outstanding on the basis of data from other cohorts. R. F. Baglin (1988) proposed developing a short test to separate students into valid pass or fail groups. Such an objective, it is suggested, has undesirable consequences for many students. R. Hardy describes procedures used to develop measures of major field achievement at the college level, but does not indicate how to measure unique outcomes of distinct programs while providing a basis of comparison across programs. J. A. Burry and Shaw (1988) report the application of the Rasch Rating Scale Model to data from two parallel teacher rating scales. It is suggested that the analysis raises more questions that it answers. For these papers, it is appropriate to ask not only if the right questions were asked, but also if data analysis methods were appropriate. (SLD)

ED 299 339

UD 026 382

Trueba, Henry T.; Delgado-Gaitan, Concha

Minority Achievement and Parental Support: Academic Resocialization through Mentoring.

California Univ., Santa Barbara. Graduate School of Education.

PUB DATE- 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Development; Critical Thinking; Cultural Differences; Educational Environment; Emotional Development; High School Students; Hispanic Americans; Interpersonal Competence; Language Proficiency; *Learning Readiness; *Mentors; Minimum Competencies; *Parent Participation; *Parent Student Relationship; *Socialization; Urban Education; White Students
IDENTIFIERS- Chicanos; Colorado; *Hispanic American Students

Academic socialization is a process whereby students acquire the competencies necessary to function in the classroom. Academic competencies include not only a high level of proficiency in English, critical thinking skills, and the ability to control the relationship between language and logic, but also social and cultural skills. Although academic performance as measured by standardized tests has enjoyed the attention of researchers, less frequently discussed in the literature are the sociocultural abilities and knowledge required for school success that are obtained through parental mentoring. This paper describes the academic socialization of some Chicano and Anglo high school students in an urban Colorado community, and investigates the process through which they acquired the necessary competencies required to succeed in school. The paper focuses on the way parents function as agents of academic socialization, especially in their role as mentors. Data are presented on three tables. A 40-item list of references is included. (BJV)

ED 299 366 UD 026 426

Turner, Thom
Learning How To Learn: An Affective Curriculum for Students at Risk of Dropping Out of School.
Public Education Association, New York, N.Y.
SPONS. AGENCY- Union Carbide Corp., Danbury, CT.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Affective Behavior; *Affective Objectives; Curriculum Guides; *Dropout Prevention; Educational Innovation; Educationally Disadvantaged; Emotional Development; *High Risk Students; High Schools; Humanistic Education; Instructional Innovation; Interpersonal Competence; *Nontraditional Education; Parent Participation; Potential Dropouts; Private Schools; Prosocial Behavior; *Psychoeducational Methods; Psychomotor Objectives; School Community Relationship; Self Concept; Staff Development; Urban Schools; *Urban Youth
IDENTIFIERS- New York (New York)
Environmental Readiness Learning (ERL) is the affective curriculum component developed by the Bedford Stuyvesant Street Academy (New York) to improve the behavior, academic achievement, and self-esteem of urban high school students with histories of prior school failure. The program design reflects the school's philosophy that educational success is a cooperative venture involving students, parents, community, teachers, and school staff. Objectives are the following: (1) provide opportunities to express feelings; (2) present nonthreatening examples of successful adult and peer problem solving; (3) foster a positive self-image based on mental and physical control; and (4) enable students to work together and develop a sense of social responsibility. An intensive orientation program, the assignment of students to ongoing peer support groups, and individual and group counseling are fundamental to program success. Innovative techniques drawn from the theatre, psychodrama, role playing, and rap sessions are described. The history of the Street Academy, copies of the Turner Student Aspiration Inventory and Counseling Questionnaire, sample formats for an ERL session, and a plan for staff development are included in four appendices. (FMW)

ED 299 070 RC 016 712

Cammaert, Marie-France
Interculturalism: Theory and Practice. Seminar (Limbourg, Belgium, April 14-15, 1987). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS-EGT(87)22
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Cultural Education; Educational Objectives; Elementary Secondary Education; Equal Education; Foreign Countries; *Intercultural Programs; *Migrant Education; Migrant Youth; *Multicultural Education; *Teacher Education; Theory Practice Relationship; Training Methods
IDENTIFIERS- Belgium; Council for Cultural Cooperation (France); Cross Cultural Teaching; Cultural Content; Cultural Preservation; Europe; *Immigration; Netherlands; Sweden; West Germany

As follow-up to a five-year Council for Cultural Cooperation project on migrants, a seminar and roundtable discussion on the theory and practice of intercultural education in Europe is presented. Seminar participants include educators and administrators from Belgium, West Germany, the Netherlands, and Sweden as well as a representative from the Council of Europe. The participants concur on the need for intercultural or "contact" education for all school children as a response to the on-going presence of immigrant families in Europe. Agreement is also apparent on the need to retrain teachers for intercultural education and to establish a link between centers of research and teacher-practitioners. There is no consensus on the objectives of intercultural education, which is variously believed to be necessary to: (1) promote knowledge and understanding of ethnic relations; (2) combat ethnic prejudice; (3) condemn racism; (4) explain the history of migration and the balance of power between states; (5) provide equal opportunity in education; (6) enhance the self-esteem and status of minority groups; (7) harmonize the relationship of immigrant groups with the dominant group; (8) work towards a multiracial society; and (9) study "culture." Two teacher working groups, Italian and Belgian, provide suggestions on the contents and criteria for a teaching plan for intercultural education. (CS)

ED 299 084 RC 016 754

MacKenzie, John; Beaupre, Doreen
Frontier School Division/New Careers (Post-Secondary Ed. Prog.)
Community-Based School Counsellors Training Program.
PUB DATE- 17 Oct 86
NOTE- 20p.; Paper presented at the Mokakit Indian Education Conference (October 17, 1986). Some figures and tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Programs; Andragogy; *Canada Natives; *Counselor Training; Foreign Countries; High School Equivalency Programs; Nontraditional Education; On the Job Training; Postsecondary Education; Professional Education; Program Descriptions; Rural Schools; *School Community Relationship; *School Counselors
IDENTIFIERS- Manitoba; *New Careers Programs

This paper describes a competency-based program to train local adults as school counselors in the remote areas of Manitoba (Canada). In 1983, the program selected 6 men and 12 women from 15 communities for training; candidates were 23 to 48 years old, with educations ranging from grade 5 to first year university, were well respected in their communities, and were highly likely to remain in the community after training. Local teachers, administrators, parents, and students provided input on what the role of the school counselor should be, and school counselors throughout the province identified theories, skills, and attitudes needed. The resulting comprehensive job description covered 9 major areas of responsibility, 44 job functions, and 300 job tasks. As workers in training, students worked 6 weeks in their local schools under specifically structured supervision, then spent two weeks in the classroom as a group, for a period of 2 years. Those without high school diplomas also worked on GEDs. Students started at 70% of their graduating salaries, with increases every six months. The program provided funds for travel, rooms, meals, and child care during classroom training, and personal support from staff and peer groups. In 1985 15 trainees graduated with a postsecondary education certificate in school counseling. The paper includes sample pages from the job description, the competency-based training plan, and the job evaluation form. (SV)

ED 299 128

SE 049 649

For Spacious Skies: A Teacher's Guide. An Interdisciplinary Approach to the Sky.
For Spacious Skies, Inc., Lexington, MA.
PUB DATE- 88
NOTE- 55p.; For activity guide, see SE 049 650. Drawings may not reproduce well.
AVAILABLE FROM- For Spacious Skies, Inc., 54 Webb Street, Lexington, MA ($7.50 plus $1.00 shipping and handling; $5.00 for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; Astronomy; *Earth Science; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Meteorology; Perception; Program Guides; *Science Activities; Science Education; *Secondary School Science; Sensory Experience; Student Attitudes; Teaching Methods
IDENTIFIERS- *Sky

Despite the fact that the sky is the most dominant feature of our surroundings, it plays the role of an unseen background for many objects. It is the intent of this guide to bring about an awareness of the sky to young people. Topics for activities include: (1) "Sky Awareness"; (2) "Compass"; (3) "Hand Lens"; (4) "Prism"; (5) "Binoculars"; (6) "Thermometer"; (7) "Stars"; and (8) "Music Lesson" (including a list of songs and recordings pertaining to the sky). Recommended readings, an observation sheet, and a response form are also included. Appendices include the Beaufort wind scale, a wind-barometric table, humidity table, conversions, and a windchill table. Each section includes objectives, materials, vocabulary, an introduction, and several activities. This teacher's guide includes directions for setting up a weatherstation, tips for weatherstation activities, and a discussion of nighttime sky awareness. (CW)

ED 299 159

SE 049 695

Funk, H. James; And Others
Learning Science Process Skills. Second Edition.
REPORT NO.- ISBN-0-8403-3510-5
PUB DATE- 85
NOTE- 200p.; For first edition see ED 175 721. Drawings may not reproduce well.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, IA 52001 ($14.95; 20% discount on 10 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Educational Resources; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Junior High Schools; Middle Schools; *Process Education; Science Activities; Science Education; Science Materials; *Secondary School Science; *Skill Development; Skills; Teaching Methods
Science process skills are the skills that scientists use to study and investigate the world. They are the vehicle for generating content and a means by which concepts are formed. This book is presented in three parts. Part 1 attends to the kinds of science skills appropriate for preschool and the lower elementary grades including observation, classification, communication, measurement, prediction and influence. Part 2 includes the more complex, integrated skills that are needed to plan and conduct controlled scientific investigations. Part 3 provides a guide to teaching scientific facts and concepts through process skills. Each chapter contains objectives, lists of materials, suggested directions and blanks for responses, self-check questions, and extension activities. The activities are designed to allow students to work at their own pace. At the end of each chapter, a mastery test is provided. An appendix lists simple, inexpensive materials that are needed to do the exercises in this book. (CW)

ED 299 189

SO 019 322

Harris, Ira; And Others
The Hoosier Connection: Grade 8.
Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 87
NOTE- 202p.; For the 1986 edition of "Lessons on the Northwest Ordinance," see ED 272 438.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Curriculum Enrichment; Curriculum Guides; Grade 8; Junior High Schools; Learning Modules; Lesson Plans; Local History; *Social Studies; *State History; Teaching Guides; United States History
IDENTIFIERS- *Indiana; Indiana (Evansville); *Northwest Ordinance 1787; United States Constitution
This eighth grade teacher's guide with student activities is designed to create greater awareness of Indiana, its geography, history, government, and future and is designed to be used as a supplement to the study of the U.S. Constitution and the Indiana Constitution. In the first section, entitled "Geography of Indiana," the lessons cover the glaciers, the state's development, the migration of the settlers, and the organization of the counties and cities. In the second section, "Groth and Development of Indiana," contains a packet of six lesson plans assembled under the title "Lessons on the Northwest Ordinance" and prepared by John J. Patrick. To these lessons, originally issued in 1986, has been added a paper, "The Northwest Ordinance and Constitutional Development in Indiana," by James H. Madison. The other topics in this section include: (1) Indians in Indiana; (2) Constitutional Convention Delegates; (3) The Constitution Says...; (4) Indiana Facts and Figures; (5) Hoosier Personalities; (6) Indiana and the World; (7) Economics of Indiana; and (8) Focus on Evansville, Vanderburgh County, Indiana. Each lesson is provided with instructional activities, student activities, and various other activity sheets. The third section, "Resources on Indiana," includes state maps, selected county maps, a list of U.S. presidents, and a list of books, filmstrips, recordings, and films on Indiana history. (DJC)

ED 299 204 SO 019 351

Anderson Lynne; And Others
Social Studies Curriculum Guide: Grade Five, 1985-86.
Fort Bend Independent School District, Stafford, Tex.
PUB DATE- 85
NOTE- 54p.; Components 3 and 4 are not included in this document. For other guides in this series, see SO 019 346-351.
AVAILABLE FROM- Fort Bend ISD Curriculum Department, P.O. Box 1004, Sugar Land, TX 77487-1004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; Citizenship Education; Course Content; Course Objectives; Curriculum Guides; Geography; Grade 5; Instructional Materials; Intermediate Grades; Learning Activities; Learning Modules; *Map Skills; *Social Studies; *United States History; War

This Fort Bend (Texas) social studies curriculum guide for fifth grade covers six six-week periods, and the 15 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The 15 topics include social studies skills, globes, maps, physical maps, street and road maps, leadership, Indians, exploration, colonization, a growing nation, Civil War, expanding nation, industrial might, world leader, and U.S. geography. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "The United States and Its Neighbors" (Silver Burdett), "Global Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

ED 299 268

TM 011 868

Case, Elizabeth J.; Bearman-Bucher, Isabel

Therapeutic Swimming Program, P.L. 94-142, Evaluation Report.

Albuquerque Public Schools, NM. Planning, Research and Accountability.

PUB DATE- Apr 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Daily Living Skills; Elementary Secondary Education; Federal Aid; *Program Evaluation; *Recreational Activities; Self Esteem; *Severe Disabilities; Special Education; Special Education Teachers; Special Programs; *Swimming; Teacher Attitudes; *Therapy
IDENTIFIERS- *Albuquerque Public Schools NM; Education for All Handicapped Children Act

The therapeutic swimming program of the Albuquerque (New Mexico) Public Schools (APS) for severely handicapped students was evaluated to determine its impact and effectiveness. The program is funded under Public Law 94-142, Education for All Handicapped Children Act. Data were collected by interviews, surveys, review of records, and observation. A total of 133 APS school personnel (118 special education teachers and teachers aides and 15 administrators) returned usable surveys--57 from elementary schools, 36 from middle schools, 30 from high schools, and 10 from area offices. Approximately 620 students in Side-by-Side, special education housed on public school campuses, participated. The program was intended to help students physically, recreationally, and socially, with an emphasis on developing self-confidence and self-care skills. The results indicate that about 74% of the staff thought physical and recreational benefits were derived. Self-confidence increased and self-care skills improved. About 66% of the survey respondents thought the benefits of the swimming program outweighted students absence from usual instruction was well spent. These were suggestions, and they were only examples. (SLD)

ED 299 352 UD 026 406

Cotton, Kathleen J.; And Others
Effective Compensatory Education Sourcebook. Volume IV: Project Profiles.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 176p.; For volumes I, II, and III, see ED 276 787-788 and ED 289 957.
CONTRACT- 300-85-0198
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrator Role; Basic Skills; *Compensatory Education; *Demonstration Programs; Directories; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; *Instructional Effectiveness; *Program Effectiveness; *School Effectiveness; Teacher Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This directory is a compendium of 108 outstanding Education Consolidation Improvement Act Chapter 1 compensatory education projects selected for recognition by the United States Department of Education in 1987. It is the fourth volume in the "Effective Compensatory Education Sourcebook" series. Volume 1 consists of a review of the literature on effective schooling practices for the disadvantaged. Volume 2 profiles outstanding programs reviewed in 1985. Volume 3 profiles outstanding programs reviewed in 1986. Programs are accepted for review through a self-nomination process and judged on the basis of 13 program attributes and four achievement indicators derived from the school improvement literature. Common characteristics of the programs profiled here include the following: (1) appropriate instructional materials, methods, and approaches; (2) coordination with the regular school program and other special programs; (3) parent and community involvement; and (4) strong leadership. Each profile includes the following: (1) district name; (2) headline capturing the essence of the project; (3) abbreviated versions of the three salient attributes; (4) narrative describing program implementation; (5) Profile Chart listing basic project information; and (6) name of a contact person. A profile index is included on a separate chart.

The appendices include the following: (1) projects nominated for recognition, 1985-86; (2) profile index to selected projects, 1985-86; (3) projects selected for recognition, 1984-85; and (4) projects selected for recognition, 1983-84. (FMW)

ED 299 113 SE 049 623

Mierzwa, Nancy; Bloom, Luanne
Nuclear Dangers: A Resource Guide for Secondary School Teachers. Update.
Nuclear Information and Resource Service, Washington, DC.
PUB DATE- 87
NOTE- 44p.; For previous edition, see ED 225 877.
AVAILABLE FROM- Nuclear Information and Resource Service, 1424 16th Street, NW, Suite 601, Washington, DC 20036 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alternative Energy Sources; *Energy Education; *Environmental Education; *Nuclear Energy; Nuclear Technology; *Nuclear Warfare; Physics; Pollution; Radiation Effects; Safety; *Science and Society; Science Education; Secondary Education; *Secondary School Science; Waste Disposal
IDENTIFIERS- Environmental Issues; Nuclear Wastes; Nuclear Weapons; Radioactive Wastes; Radioactivity
The continuing escalation of the nuclear arms race and the proliferation of nuclear power have forced the current generation to face the dangers of living in a nuclear age. This period has brought a special responsibility to teachers. This guide is an annotated list of materials dealing with nuclear power and weapons issues. Sections include: (1) "Films, Slides and Cassettes"; (2) "Books, Pamphlets, and Periodicals"; (3) "Classroom Materials"; and (4) "Other Resource Organizations." Each of the first three sections are divided into "Energy and the Environment" and "Weapons and Nuclear Conflict." Distributors or publishers are listed at the end of the first two sections. (YP)

ED 299 253

SP 030 639

Melograno, Vincent; Loovis, E. Michael
A Comparative Analysis of Physical Educators Needs (1980 and 1988) For Teaching Handicapped Students.
PUB DATE- 88
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adapted Physical Education; Comparative Analysis; Disabilities; Elementary Secondary Education; *Individualized Education Programs; Motor Development; Needs Assessment; *Physical Education Teachers; *Teacher Attitudes; *Teacher Effectiveness
Results of comprehensive needs assessments conducted in 1980 and 1988 were compared relative to appropriate physical education for handicapped students as mandated by PL 94-142. A direct, self-report methodology was used covering various dimensions of teacher needs. Although there was a significant improvement of the teachers who had served on a multi-disciplinary staff for developing Individualized Education Programs, teachers' misunderstandings of PL 94-142 in 1980 were confirmed in 1988. While there was greater interest in teaching handicapped students, it was no better than "neutral/mixed". A majority of the teachers in 1980 and 1988 indicated a general need for assistance in motor behavior assessments. A majority of the teachers received encouragement and support from their administration in 1980, however, in 1988 there was a decline in support. Both in 1980 and 1988, over 75 percent of the teachers believed that handicapped students are excluded from participation in physical education due to the "nature of the handicap" and "functional ability." Results confirmed that teachers still lack the instructional capacities necessary to conduct physical education in the least restrictive environment. (JD)

ED 299 098 RC 016 796

Borgrink, Henry, Comp.
New Mexico School District Profile: 1986-1987 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Testing, and Data Management Unit.
PUB DATE- 87
NOTE- 401p.; Some figures and text may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indian Education; Bilingual Education; Dropouts; *Educational Assessment; Elementary Secondary Education; Enrollment; Grade 3; Grade 5; Grade 8; Group Testing; Hispanic Americans; *Profiles; Public Support; *School Districts; Special Education; Standardized Tests; State School District Relationship; Student Development; Teacher Certification; *Teacher Characteristics; *Teaching Load; Test Results; *Test Reviews; Vocational Education
IDENTIFIERS- Certified Staff; Comprehensive Tests of Basic Skills; *New Mexico; New Mexico High School Proficiency Examination
This profile summarizes and analyzes data to provide a broad range of educational indicators of the operation and performance of New Mexico's 88 school districts. The profile looks at the dropout rate and student enrollment, including the number of students receiving public assistance, special education, and bilingual education. Also studied are: the pupil/teacher ratio and teacher loads in various grade levels; the number of certified staff, including degrees and years of experience; proficiency examinations and the number of graduates; and the results of standardized achievement tests (Comprehensive Tests of Basic Skills). Vocational education information is also reported. Section 1 of the document is a summary overview of the statewide data, gathered over a 3-year period. The data indicate that the number of New Mexico students is increasing as is the diversity of their needs. Forty-seven percent of the students are Anglo, 40% are Hispanic, and 10% are Native American. Of the teachers, about 70% are Anglo, 24.2% are Hispanic, 1.6% are Native American, and 1.2% are Black. The document includes charts and graphs to show both statewide performance and performance for each school district. (TES)

ED 299 144

SE 049 669

Knapp, Michael S.; And Others
Pilot Assessment of the National Science Foundation's Investments in Informal Science Education. An Approach to Assessing Initiatives in Science Education: Volume 2.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 88
NOTE- 171p.; For volume 1 see SE 049 668, summary report see SE 049 670.
CONTRACT- NSF-SPA-8651540
AVAILABLE FROM- SRI International, 333 Ravenswood Ave., Room B-S142, Menlo Park, CA 94025 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cost Effectiveness; Decision Making; Educational Assessment; Educational Finance; *Elementary School Science; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; *Financial Policy; Financial Support; *Foundation Programs; Grants; Needs Assessment; *Nonformal Education; School Support; Science Education; *Secondary School Science
IDENTIFIERS- *National Science Foundation
This project is concerned with the development of procedures and plans for the National Science Foundation (NSF) to use in assessing its initiatives on an ongoing basis. This work is meant to complement another review of NSF's investment opportunities by estabishing a sound basis for designing and carrying out assessments aimed at any of the Foundation's investments in K-12 science education, especially the new initiatives it mounts. To make ideas about assessment concrete, and to illustrate a range of activities that are not now used extensively by NSF, a pilot test of alternative assessment procedures within one area of support--informal science education--was undertaken. In this volume the findings of seven pilot-test activities are reported. These pilot assessments were intended to illustrate how short-term assessments could help NSF deal with difficult assessment questions. The results from each pilot assessment contains numerous insights into the effects of NSF's support for informal science education. (CW)

ED 299 174 SO 019 167

Samples of Student Writing from the Social Studies 30 Diploma Examinations, June 1987.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Nov 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Testing; Constructed Response; Educational Testing; Essay Tests; Foreign Countries; High Schools; *High School Students; Scoring; *Social Studies; *Student Evaluation; *Test Interpretation; Tests; Test Theory; *Writing Evaluation
IDENTIFIERS- *Alberta; *Sample Materials

The purpose of this booklet is to provide social studies teachers with student writing samples that exemplify the criteria used to score students' responses on the June 1987 Alberta (Canada) Social Studies 30 Diploma Examination. Students choose one of two possible essay questions that required writing a defense of individual initiative in national economics or the national pursuit of isolationist policies. Five writing examples of responses to each question are reproduced in the students' own handwriting, and these selected responses generally illustrate the quality levels of exceptional, proficient, satisfactory, limited, and poor. The essays are assessed for: (1) the use of description, examples, or case studies; (2) the description of value positions; (3) a defense of the position taken; and (4) the quality of language and expression. The accompanying commentaries discuss selected features of the students' responses and indicate how the scoring criteria used to evaluate the essays relate to the students' work. An appendix provides a scoring guide for each of the four assessed criteria. (JHP)

ED 299 283

TM 011 976

Morra, Sergio; Scopesi, Alda
On the Validity of Working Memory Measures for Elementary School Children.
PUB DATE- 85
NOTE- 47p.; Tables and portions of text contain light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Tests; Elementary Education; *Elementary School Students; *Memory; Spatial Ability; Speech Tests; *Test Validity; Verbal Ability; Verbal Tests
IDENTIFIERS- *Working Memory
The literature on the measurement of working memory is discussed, with emphasis on the validity of such measurement with elementary school students. Approaches by J. Pascual-Leone, R. Case, A. D. Baddeley, and C. Hulme are considered. An experimental study is presented, in which 100 boys and 91 girls (aged from 6 years to 10 years 11 months) were given a battery of 17 tests in four sessions, including well-known tests of verbal and spatial ability and measures that have already been proposed for various aspects of working memory. Eight subjects were excluded from some of the analyses because they made too many errors on the letter classification test. Three tests were group-administered. Two group sessions were followed by two individual sessions. The statistical analyses included factor analysis, partial correlations, and analysis of variance. The results show that five tests can be used in the measurement of the "central components" of working memory; this is consistent with the theories of Pascual-Leone and Case. On the other hand, Hulme's hypothesis that the speed of articulation of school children may predict the capacity of a "peripheral" component (i.e., the articulatory loop) seems to be disproved. Five tables summarize test data, and a 68-item reference list is provided. (SLD)

ED 299 297

TM 012 080

Ciriza, Frank
Evaluation Report of the Language Immersion Magnet Project, 1986-1987. Report No. 478.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 13 Oct 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; English; FLES; French; Grade 5; *Immersion Programs; Inservice Teacher Education; Intermediate Grades; *Magnet Schools; Minority Groups; *Program Evaluation; Public Schools; *Second Language Instruction; Spanish; *Teaching Methods
IDENTIFIERS- San Diego Unified School District CA

The Language Immersion Magnet (LIM) program was established in five San Diego (California) city schools to "immerse" students in a second language by providing a strong emphasis on basic academic skills taught in that language. The primary language--English--is introduced later (as late as grade 3). This study attempted to describe the program and determine the English academic skill level of 79 fifth graders enrolled in the Spanish immersion magnets at Horton and Longfellow, and in the French immersion magnet in Knox. A representative sample of 27 classrooms was used to include all grade levels. Data were collected via interviews with teachers, classroom observations, teacher surveys, and administration of the Comprehensive Tests of Basic Skills, Form U. It is recommended that: (1) clear and specific goals and objectives be drawn for the LIM project; (2) recruitment, selection, and placement of participants be continued as presently implemented; (3) teachers continue employing the techniques currently used within the program design; (4) the Second Language Education Office provide information and training in the area of second language acquisition to teachers and instructional aides; and (5) an evaluation study be conducted to examine achievement in both the primary and second language of LIM program participants. The LIM Program Interview Form 86-87, Observation Checklist, and Evaluation Project Survey and Survey Summary are appended. (TJH)

ED 299 326

TM 012 371

Arrasmith, Dean G.; Hambleton, Ronald K.
Steps for Setting Standards with the Angoff Method.
PUB DATE- 6 May 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; Credentials; *Licensing Examinations (Professions); Minimum Competencies; *Minimum Competency Testing; Multiple Choice Tests; *Standards
IDENTIFIERS- *Angoff Methods; *Standard Setting

Specific steps for applying the Angoff method are described. In the Angoff method, judges are asked to estimate the probabilities of minimally competent candidates' answering multiple choice test items correctly. Initial information must be obtained for designing the standard-setting process, beginning with the purpose of the examination and any restrictions imposed. In preparation for the standard setting meeting, four areas of concern must be addressed: (1) background for certifying; (2) meeting site selection; (3) judge selection; and (4) preparation of materials for judges. At the meeting, three main areas must be considered: (1) examination background; (2) definition of an entry-level professional; and (3) setting the standard. Setting the standard requires a practice exercise and review of the item rating process. A post-standard setting meeting is required to document the process and complete documentation. The Task Review Form, the Angoff Item Review Forms (Methods A and B), and an implementation checklist for the Angoff Standard-Setting Method are appended. (SLD)

ED 299 340 UD 026 386

Mosena, Pat W.
Adolescent Parent Outreach Follow-up Survey.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- 86
NOTE- 139p.; Portions contain marginally legible print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Contraception; Dropouts; *Early Parenthood; Elementary Secondary Education; Ethnicity; Family Financial Resources; Graduation; *Individual Characteristics; Longitudinal Studies; *Mothers; Pregnancy; Pregnant Students; *Racial Differences; Surveys; *Unwed Mothers; Urban Population; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Feminization of Poverty; *Illinois (Cook County)

This report presents findings from the Adolescent Parent Outreach Survey (APOS), a longitudinal survey of mothers under 18 years old in Cook County, Illinois, who were receiving Aid to Families with Dependent Children (AFDC) in October 1981. The report provides a profile of adolescent mothers on AFDC, and identifies personal and family background characteristics associated with the following: (1) completing high school; and (2) having a second birth. Differences in characteristics and social support among Blacks, Whites, and Hispanics are described. Among the findings of the follow-up interviews, conducted in 1983-84, were the following: (1) median age was 19; (2) 20 percent of the mothers had graduated or gotten a General Equivalency Diploma (GED), 8 percent were still in high school, and 72 percent had dropped out; (3) 49 percent had a second child, and another 7 percent were pregnant with their second child; (4) 10 percent had ever been married, and 5 percent were currently married; (5) 25 percent had held a job since their first pregnancy, and 50 percent had ever held a job; (6) 88 percent were still on AFDC; (7) 75 percent said their last pregnancy was unplanned, and 28 percent had been using birth control when they got pregnant last; (8) 68 percent were currently using birth control; (9) Hispanic mothers are much less likely to graduate high school or get a GED than were Black or White mothers; (10) no racial or ethnic differences were found in the likelihood or timing of second births; (11) the primary sources of support for the mothers were their families; (12) very little use of local or organized social services was reported. Data are presented on 33 tables and figures. A list of references is included. Appendices provide the sample design, results of regression analysis of the data, and the survey instrument. (BJV)

ED 299 205

SO 019 353

Cain, Christine; And Others
Social Studies Program Kindergarten . 1988 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 88
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Course Content; Course Descriptions; Cultural Education; Disabilities; Environmental Education; Instructional Materials; Kindergarten; Preschool Education; *Social Studies; State Curriculum Guides
IDENTIFIERS- New York
This New York state social studies curriculum guide for kindergarten focuses on helping students develop awareness of self as growing individuals and contains two sections, the Teacher Notebook and the Syllabus. The Teacher Notebook's goal is to elaborate on the key features of the program while suggesting relevant classroom applications. The key features include: (1) the concept and skill goals of the elementary program; (2) student evaluation with assessment samples; (3) linking literature to social studies; (4) developing citizenship competency; (5) developing participation projects with guidelines and suggestions for kindergarten students; and (6) a teacher self-checklist on classroom climate. The syllabus contains course outlines on identity, culture, citizenship, change, empathy, interdependence, nation-state, environment, scarcity, and technology, and these concepts are organized around social, political, economic, geographic, and historic perspectives. Each course outline includes objectives for concepts, social content understanding, class activities, skills/attitudes, evaluation, and a resource list containing books, audiovisual materials, and teacher reference books. The appendix contains a statement on "Students With Handicapping Conditions" that stresses New York state's position on the integration of these students into the classroom. (DJC)

ED 299 220 SO 019 388

Lawson, V. Lonnie
Missouri History Not Found in the Textbooks: Governor Lilburn Boggs and the Mormon Explusion.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Blacks; *Community Influence; *Conflict of Interest; *Expulsion; Minority Group Influences; *Religious Discrimination; Relocation; Social Differences; State Government; State History
IDENTIFIERS- Boggs (Lilburn W); Military Role; *Missouri; *Mormons; Native Americans; Nineteenth Century
In 1830, Missouri was chosen as the Mormon's "Center Place," a place to live and worship in tranquility for all church members. However, their presence created conflict between themselves and the non-Mormon citizens, and harassment and fighting between the two groups led to the Mormons' expulsion by the state's government in 1838. Dissatisfaction with the Mormons and their religious practices occurred because: (1) Mormons did not patronize local merchants, preferring to deal among themselves; (2) they voted as a bloc which allowed them to control local politics; (3) they had sympathetic views towards Indians and Blacks; and (4) they believed in group welfare instead of the individualism of the frontier society. Harassment by non-Mormons caused the religious group to move from Jackson County to Clay County to Caldwell and Daviess County by 1838. Rumors continued to spread rapidly about their religious practices and their relationship with the Indians. The indication of violence between Mormons and non-Mormons, plus the fear of an Indian uprising, prompted Governor Lilburn W. Boggs to call out the state militia to maintain order. On October 25, 1838, fighting broke out with the state militia and two days later, Boggs issued the document known as the "Extermination Order," directing that the Mormons be treated as "enemies" to be either exterminated or driven from the state. The state militia occupied Mormon communities, and the people ordered to leave the state. By 1839, most Mormons had left Missouri for Illinois. (DJC)

ED 299 236 SP 030 607

Babin, Patrick
Instructional Objectives. Occasional Monograph.
Ottawa Univ. (Ontario).
PUB DATE- 87
NOTE- 18p.; A publication of the Teaching Resources Service.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Objectives; *Cognitive Objectives; *Course Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Improvement; *Psychomotor Objectives
This monograph offers concise suggestions for drawing up instructional objectives. The essential elements of a well written instructional objective are outlined and a discussion is presented on writing instructional objectives in three major domains of learning: cognitive, affective, and psychomotor. It is emphasized that an instructional objective states what the learner will know or be able to do upon completing a particular unit. Brief exercises for the reader help to clarify how instructional objectives fit into course design and how they can be employed most effectively. References are included. (JD)

ED 299 269

TM 011 869

Bishop, Jerry; And Others
Extending the School Day: An Evaluation Study of a Seven-Period Class Schedule.
PUB DATE- Nov 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Course Selection (Students); Discipline; *Extended School Day; *High Schools; High School Students; Program Effectiveness; *Rural Schools; Secondary School Teachers; *Student Attitudes; Student Behavior; Student Problems; *Teacher Attitudes; Teaching Load

The effectiveness of the seven-period schedule implemented at a rural high school in southwestern Virginia and the feasibility of extending the system to other high schools were assessed. Topics of study included whether students chose to take additional courses, which courses were selected, problems for students and faculty created by the extended day, effects on student performance, disciplinary problems, effects on teacher stress and performance, and additional costs incurred. Focus was on outcome-type goals. Data sources included interviews, questionnaires, and school and county board records during the 1985-86 school year. The study sample included 76 faculty members and 977 students. Results suggest that the seven-period day was an effective alternative to the six-period day. It appears that students will take additional courses if given the opportunity. The impact of higher enrollment carried across classes. Comparison of costs of the six- versus seven-period schedule revealed that the latter was more favorable. Eight data tables conclude the document. (TJH)

ED 299 312

TM 012 170

Seidenwurm, Jerry; Fitzpatrick, Peter

Art Program Evaluation.

Albuquerque Public Schools, NM. Planning, Research and Accountability.

PUB DATE- Mar 87

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; Administrator Attitudes; *Art Education; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Parent Attitudes; Principals; Program Evaluation; School Districts; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- *Albuquerque Public Schools NM

This art study was conducted in the spring of 1986, during the evaluation segment of Albuquerque (New Mexico) Public Schools' (APS) 6-year curriculum planning cycle. Archival data were collected; large numbers of students, parents, teachers, and administrators were surveyed; secondary level classrooms were visited; and a review of the literature was conducted. The evaluation covered program philosophy and goals, service delivery, content, methods, materials, facilities, support, and effectiveness. Fourteen different surveys were administered in the spring of 1986 to a total of 1,499 students, 1,028 parents, 92 teachers, 4 itinerant teacher, and 89 principals from elementary, middle, and high schools in the APS. Results indicate that: (1) the amount of art education in the APS has declined at all levels in recent years; (2) offerings are not entirely standardized and provision of resources is not consistent across schools; (3) teachers expressed a desire to meet with other teachers more frequently to improve aspects of the art instruction process; (4) only 10% of secondary principals and teachers found the APS's use of community resources within its art program to be suitable; (5) most students find art programming highly enjoyable; (6) art instruction appears to be very successful in teaching students to pursue projects through their completion; and (7) the issue of written testing to assess art education achievement is a matter of dispute throughout the nation. Respondents indicated that the most crucial level of concern is the elementary art program, in which many students do not receive consistent, well-planned art instruction. (TJH)

ED 299 367

UD 026 427

In Their Own Voices: Young Women Talk about Dropping Out.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
PUB DATE- 26 Aug 88
NOTE- 74p.
AVAILABLE FROM- Project on Equal Education Rights of the NOW Legal Defense and Education Fund, 1333 H Street, N.W., 11th Floor, Washington, DC 20005 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Blacks; *Dropout Attitudes; Dropout Characteristics; Dropout Research; Family Problems; *Females; High Risk Students; High Schools; High School Students; Hispanic Americans; Minority Groups; *Personal Narratives; Potential Dropouts; *Racial Factors; Sex Bias; Sex Differences; *Socioeconomic Influences; Student Attitudes; Urban Youth; Whites; *Womens Education; Youth Problems

The personal stories of young women who have either dropped out of school or are at risk of dropping out, reveal a complex set of perceptions, interpretations, and contradictions regarding the roles of race, gender, and class in their behavior and attitudes. A one-year research project was conducted in Philadelphia (Pennsylvania) with 75 females, aged 13 to 19, who had either dropped out, dropped out and returned to school, or were considered to be at-risk of dropping out. Six semi-structured focus groups were organized for interviewing. Four groups were composed of at-risk students from a variety of racial and socioeconomic backgrounds. Two of the groups were composed of women who had dropped out of school, and were enrolled in a community based dropout program. The participants were encouraged to tell their individual stories, offer insights into their own experiences, and make observations on the experiences of others. Their responses are organized into the following broad areas: (1) reasons for leaving; (2) experiences in school; (3) thoughts about returning; and (4) recommendations for improvement. The appendix contains autobiographical sketches written by three of the participants. A brief list of references is also included. (FMW)

ED 299 071 RC 016 713

"Migrants and the Media--from 'Guest Workers' to Linguistic and Cultural Minorities." Colloquy (Cologne, West Germany, December 2-4, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- DECS/EGT(87)2
PUB DATE- 87
NOTE- 52p.
AVAILABLE FROM- Council for Cultural Cooperation, Council of Europe, BP 431R6, F-67006, Strasbourg Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; *Cultural Images; *Ethnic Stereotypes; Foreign Countries; *Information Dissemination; Labeling (of Persons); *Mass Media Effects; Migrant Problems; Migrant Workers; Multicultural Education; Radio; Television
IDENTIFIERS- Council for Cultural Cooperation (France); Cultural Adjustment; Cultural Content; Cultural Contributions; Cultural Sensitivity; Europe; Immigration; Media Analysis; Media Coverage; Media Exposure; *Media Imperialism; Media Use; Television Access; West Germany

This colloquy, part of the Council of Cultural Cooperation's project on migrants, examines the West German media's portrayal of foreigners residing in that country. Participants include media representatives from Europe and Canada. Discussion covers the portrayal of the foreigner in the press and on TV, the use of the media by foreigners, multilanguage programming, attempts to reach target groups through cable TV, and the progress made in multicultural programming in Sweden and the United Kingdom. In general, the media is viewed as neglecting the problems of migrants, particularly the complex relationship between the culture of origin and the host country. Participants confirm the need to extend, diversify, and improve the quality of media coverage about and for foreign minorities. It is recommended that the media give priority to the appropriate training of media professionals; to the active participation of communities of foreign origin in production and dissemination of information; and to greater cooperation with media professionals who cover foreign minorities and the multicultural nature of society. Extensive cooperation among European communities is urged to stimulate interchange and understanding among Europe's different cultures. The appendices include lists of program sponsors and working group participants as well as the full text of a paper by Antonio Perotti presented at the Colloquy. (CS)

ED 299 085 RC 016 755

Grant, Agnes
Culture Specific Materials: Stories My Kokum and Mushoom Tell.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Canada Natives; *Child Development; Child Psychology; Cultural Education; *Culture Conflict; Elementary Education; Family School Relationship; *Folk Culture; Foreign Countries; Legends; *Minority Group Children; *Multicultural Education; Mythology; North American Culture; North American Literature; School Community Relationship
IDENTIFIERS- Canada; Fairy Tales

The use of folklore in education contributes to children's normal psychological development, but children of minority cultures have difficulty in understanding and relating to European myths and legends. All folklore reflects universal social and psychological conflicts, but Native and European myths differ in the particular symbols or codes used to embody the message. There is an historical lack of respect for Native culture and literature in Canadian education, and the non-Native teacher may be unfamiliar with the content and structure of Native folk material. Such teachers find that Indian children lack the skills to predict events in Western stories, to recognize story scheme, and to compose structurally "good" stories, although these children may be quite competent in the context of their traditional narratives. Indian children are often bewildered by the white man's stories, particularly by the violence in Western fairy tales, and Indian adults, remembering these tales, produce endings and interpretations quite different from those given by non-Natives. The oral tradition still exists among Native North Americans, and the teacher who wishes to use Native myths and legends in the classroom should enlist the aid of parents and elders. The paper includes 13 references. (SV)

ED 299 114

SE 049 624

Engineering Education Answers the Challenge of the Future. Proceedings of the National Congress on Engineering Education (November 20-22, 1986, Washington, D.C.).
Accreditation Board for Engineering and Technology, Inc., New York, NY.
PUB DATE- Mar 87
NOTE- 362p.; Pages with graphs may not reproduce well.
AVAILABLE FROM- Accreditation Board for Engineering and Technology, Inc., 345 East 47th Street, New York, NY 10017 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Engineering Education; Engineers; Faculty; *Faculty Development; Higher Education; Laboratories; *Science Curriculum; Science Education; Science Equipment; *Science Facilities; *Statistical Surveys
IDENTIFIERS- *National Congress on Engineering Education

Reported are the discussions and votes on issues related to engineering education. Sections included are an introduction to the National Congress on Engineering Education and an overview of the meeting including 79 resolutions related to the four areas of broad-academic issues, faculty issues, curriculum issues, and issues on laboratories, computers, and educational technology; several major directions; and implementation. Appendices include presentations on: (1) "Engineering Education Answers the Challenge of the Future" (Nam P. Suh); (2) "Educating Engineers for the 21st Century" (Louis L. Guy); (3) "The Creative Mind and the Competitive Challenge" (Roland W. Schmitt); (4) "Curriculum Issues: A Summary and Overview" (Gene M. Nordby) (5) "Summary: National Congress on Engineering Education" (Leighton E. Sissom); (6) voting and resolutions; (7) voting statistics; (8) participant profiles; (9) resolution statistics; (10) references (76 items); (11) a list of participants; and (12) pre-congress packet of 70 pages. (YP)

ED 299 129

SE 049 650

Ward, C. Whitney; Borden, Jack
For Spacious Skies Activity Guide. An Interdisciplinary Approach to the Sky.
For Spacious Skies, Inc., Lexington, MA.
PUB DATE- 88
NOTE- 43p.; For teacher's guide, see SE 049 649. Drawings may not reproduce well.
AVAILABLE FROM- For Spacious Skies, Inc., 54 Webb Street, Lexington, MA ($7.50 plus $1.00 shipping and handling; $5.00 for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aesthetic Values; Astronomy; *Earth Science; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Meteorology; Perception; Program Guides; *Science Activities; Science Education; *Secondary School Science; Sensory Experience; Student Attitudes; Teaching Methods
Despite the fact that the sky is the most dominant feature of our surroundings, it plays the role of an unseen background for may objects. It is the intent of this guide to bring about an awareness of the sky to young people. Topics for activities include: (1) "Sky Awareness"; (2) "Compass"; (3) "Hand Lens"; (4) "Prism"; (5) "Binoculars"; (6) "Thermometer"; (7) "Stars"; and (8) "Music Lesson." Recommended readings, an observation sheet, and a response form are also included. Appendices include songs, recordings, the Beaufort wind scale, a wind-barometric table, humidity table, conversions, and a windchill table. Each section includes objectives, materials, vocabulary, an introduction, and several activities. (CW)

ED 299 160

SE 049 696

Weber, Michael; Tinney, Richard

A Nation of Oceans.

Center for Environmental Education, Washington, D.C.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
REPORT NO.- ISBN-0-961-5294-1-5
PUB DATE- 86
NOTE- 99p.; Drawings may not reproduce well.
GRANT- NA82AAA04132
AVAILABLE FROM- Center for Environmental Education, 1725 DeSales Street, NW, Washington, DC 20036 ($8.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; *Conservation (Environment); Conservation Education; *Ecology; *Environmental Education; Higher Education; Marine Biology; *Marine Education; Natural Resources; *Oceanography; Science Education; Scientific and Technical Information; Secondary Education; *Secondary School Science; World Problems
IDENTIFIERS- *National Marine Sanctuary Program

This book is for people that want to know more about the oceans, its inhabitants, and the ocean processes. The main text of the book describes individual marine ecosystems including offshore open water, benthic, nearshore tropical, nearshore temperate, and nearshore arctic ecosystems. Discussed are some of the basic ecological principles found operating in these and other ecosystems. Examples of specific research efforts are described to illustrate how scientists go about uncovering information about life in the oceans. The examples are drawn from parts of the National Marine Sanctuary Program to emphasize the need for conservation of selected marine areas in the United States. (CW)

ED 299 190

SO 019 326

Duff, Ogle Burks, Ed.; Bowman, Suzanne H., Ed.
I Have a Dream: Martin Luther King, Jr. Handbook of Activities.
Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 485p.
CONTRACT- 600840
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Black Achievement; Black Leadership; Class Activities; Curriculum Guides; Elementary Secondary Education; *English Curriculum; Instructional Materials; *Language Arts; Learning Modules; Lesson Plans; Library Skills; *Music Activities; Resource Units; *Social Studies; Songs; Speeches; *Teacher Developed Materials; Teaching Guides
IDENTIFIERS- *King (Martin Luther Jr)
This handbook is designed by teachers for teachers to share ideas and activities for celebrating the Martin Luther King holiday, as well as to teach students about other famous black leaders throughout the school year. The lesson plans and activities are presented for use in K-12 classrooms. Each lesson plan has a designated subject area, goals, behavioral objectives, materials and resources, suggested activities, and an evaluation. Many plans include student-related materials such as puzzles, songs, supplementary readings, program suggestions, and tests items. There is a separate section of general suggestions and projects for additional activities. The appendices include related materials drawn from other sources, a list of contributing school districts, and a list of contributors by grade level. (DJC)

ED 299 254

SP 030 640

Menlo, Allen; And Others

A Cross-Cultural Comparison of the Sources of Professional Enthusiasm and Discouragement in Teaching in England, West Germany, and the United States.

PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *Job Satisfaction; Locus of Control; Secondary Education; *Secondary School Teachers; Self Concept; Student Behavior; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; *Teaching Conditions

A report is given of a study comparing the classroom, school, and community phenomena that secondary school teachers in the United States, England, and West Germany experience as sources of enthusiasm and discouragement in their professional work. The teachers were interviewed in groups of five to ten in their own schools. The open-end structured interviews were focused on two areas: sources of enthusiasm and discouragement in their work, and increasing the power of sources for enthusiasm and decreasing the power of sources for discouragement. The discussions centered on ways in which sources for enthusiasm and discouragement for teachers in their work were similar and different in the three countries, and the teachers' recommendations for increasing their job satisfaction. Good relationships with students were a source of satisfaction for most of the teachers, though to varying degrees, while poor relationships with administrators and lack of status emerged as common themes when discussion focused on discouragement. Recommendations for improvement included better relations with parents and the community. Several points of possible cross-cultural learning are identified which educators in each of the three countries might wish to consider. (JD)

ED 299 353 UD 026 407

Snyder, Phyllis; Rosenblum, Sheila
Allies in Education: A Profile of: Atlanta Partnership of Business and Education, Atlanta, Georgia.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Sep 87
NOTE- 32p.; For related documents, see ED 291 821-823.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Dropout Programs; Elementary Secondary Education; High Risk Students; *Program Evaluation; *School Business Relationship; *School Community Relationship; Urban Education; *Urban Programs
IDENTIFIERS- Adopt a School; *Atlanta Partnership of Business and Education Inc; Atlanta Public Schools GA; *Partnerships; Public Private Relationship
The Atlanta (Georgia) Partnership of Business and Education, a private nonprofit corporation, is an umbrella organization that coordinates a range of activities aimed at strengthening education in Atlanta's public schools. There are over 300 business members of the partnership, and a wide range of affiliated civic, educational, and religious organizations. The partnership was begun in 1981. This report provides the following: (1) a description of the partnership's origins, context, and support; (2) an overview of the partnership's components and budget, and a discussion of both the major program that is operated out of the partnership office, the Adopt A School Program, and other activities of the office; (3) a description of the Adopt-A-Student Program, which has chosen to remain outside of the partnership, but which is publicized in partnership materials; and (4) a discussion of the implications of the partnership for the Atlanta system. (BJV)

ED 299 175

SO 019 272

Green, Alan
Gavel to Gavel: A Guide to the Televised Proceedings of Congress. Revised Edition .
Benton Foundation, Washington, DC.
SPONS. AGENCY- C-SPAN, Washington, DC.
PUB DATE- 86
NOTE- 67p.; For earlier edition, see ED 233 692. Photographs may not reproduce clearly.
AVAILABLE FROM- Benton Foundation, 1776 K Street, N.W., Suite 605, Washington, DC, 20006 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Government; *Federal Legislation; Government (Administrative Body); *Government Role; *Legislators; *Television; Television Viewing
IDENTIFIERS- *Congress; House of Representatives; Legislative Sessions; Legislative Voting; Senate; Televised Proceedings

Daily sessions of the U.S. Congress are currently televised by satellite to viewers across the United States. This booklet provides information on the role of communication systems in educating about democratic processes and informing viewers about legislative procedures. Two chapters, entitled "The Electronic Eye: The Merger of Technology and Democracy" and "The Big Picture: The How and Why of Cameras in the Chambers," discuss the purposes and evolution of congressional television coverage. Specific information about the U.S. House of Representatives, the U.S. Senate, and congressional procedures is included in the chapters: "Behind the Scenes: A Brief Tour through the Halls of Congress"; "The Schedule on the Screen: A Guide To Order in Congress"; "The Legislative Labyrinth: How a Bill Becomes Law"; "Conference Committees: The Third House of Congress"; and "The Ayes Have It: How Members of Congress Vote." Resource lists, a glossary of congressional terms, and photographs and other graphics are included. (JHP)

ED 299 284

TM 012 039

Bilingual Education Program Evaluation Report--1985-86.
Connecticut State Board of Education, Hartford.; Connecticut State Dept. of Education, Hartford.
PUB DATE- Mar 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Annual Reports; *Bilingual Education Programs; Bilingual Students; Elementary Secondary Education; English; *Hispanic Americans; Language Proficiency; *Mathematics Achievement; *Program Evaluation; *Reading Achievement; Spanish; Spanish Speaking; State Aid; *State Programs
IDENTIFIERS- *Connecticut

The bilingual education programs of Connecticut are described. The 12 programs serviced 11,482 students in 1985-86; 93% of the program participants were dominant in Spanish. Seventy-one percent were in kindergarten through grade 5. Over 3,000 were new entrants to the program in that year. About 1 in 5 students in bilingual education were late entrants or left the program prematurely; most of these students were in the program less than 90 days, usually because their families moved out of the district. Local districts supplied most of the program costs; the state contributed 5.5%. About 10% of the students exited the bilingual program and entered all-English classrooms. The longer students continued in bilingual instruction, the more likely they were to exit to all-English instruction. In the lower grades, exiting students were more likely to perform at targeted levels than were high school students. The most important characteristic of these students is their extreme mobility. Several years in bilingual instruction may be needed before students catch up on English skills. Fifteen figures are included, and 49 tables providing data on Spanish and English reading and mathematics achievement are appended. (SLD)

ED 299 298

TM 012 082

Bunch, Michael B.; Watson, Donna J. R.
Maryland Nutrition Education Needs Assessment, Final Report and Supplements, 1986.
Maryland State Dept. of Education, College Park. Office of Administration and Finance.
PUB DATE- May 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Followup Studies; *Food Service; Grade 4; Grade 8; Grade 11; Information Dissemination; Material Development; *Needs Assessment; *Nutrition Instruction; *School Personnel; Staff Development
IDENTIFIERS- *Maryland; *Nutrition Education Program

The nutrition education needs of Maryland school children, teachers, and food service personnel (FSP) were assessed during the 1986-87 school year, as a follow-up to a 1979-80 study. Materials developed by the Educational Support Services Branch (ESSB) were reviewed; the Nutrition Assessment Inventory (NAI) was given to 750 students each from grades 4, 8, and 11 and school personnel (SP); questionnaires were given to 306 FSP and SP; and site visits were made to six local education agencies. The materials were uniformly high in quality, attractive, and audience appropriate. Fourth graders in 1986 performed about as well as did their counterparts in 1980. Eighth and eleventh graders improved in many areas, but regressed in two areas each. Students were less likely to eat a nourishing breakfast or lunch as they grew older. The amount of support that FSP receive from SP, students, and the community dramatically improved. The findings indicate that nutrition education staff should: establish specific responsibilities for education liaisons, work with staff to expand the use of materials, expand the Nutrition Mission and promotional efforts, identify individuals showing an unusual enthusiasm for nutrition education, work to assure information dissemination, and continue efforts to encourage and inform FSP. The ESSB materials are appended. The sampling plan, questionnaires and supporting documents, and the NAI are provided in the Supplements section. (TJH)

ED 299 327 TM 012 380

Reichman, Susan L.; Rayford, Lawrence
Using Test Results for Curriculum Alignment: An Approach to Program Evaluation and Improvement.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Educational Improvement; *Educationally Disadvantaged; Educational Objectives; Elementary Education; *Program Evaluation; Program Improvement; *Test Results
IDENTIFIERS- *Curriculum Alignment; Disaggregation (Data); *Education Consolidation Improvement Act Chapter 1
Using test results to align curriculum was studied in two applications with Chapter 1 programs. Curriculum alignment is the process of coordinating instruction so that a particular curriculum builds on skills students have learned in previous courses while providing skills for future success. In using test results for program improvement, disaggregating district and state-wide data were used. Steps in conducting curriculum alignment were: (1) form a school-wide committee for each content area; (2) develop lists of objectives for regular and Chapter 1 programs; (3) review tests and group-related items, forming skill clusters as links between regular and Chapter 1 programs; (4) link test objectives to related program objectives; (5) establish minimum passing levels; (6) organize test results and disaggregate data to classify it into skill clusters; and (7) interpret results for programs of interest. The process was applied in a semi-rural district of 2,000 students and a suburban area of 4,800 students, both in upstate New York. In both districts, disaggregation indicated areas in need of further study. Program improvement followed the curriculum alignment process. Twelve tables provide test results, curriculum objectives, and disaggregated scores. (SLD)

ED 299 237

SP 030 613

Vratanina, Georgia M.
The Effects of Homework on Learning.
PUB DATE- Apr 88
NOTE- 43p.; Exit Paper, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040) Reports -
Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education;
*Homework; *Parent Participation; *Parent School Relationship;
*Student Attitudes; Student Motivation; Television Viewing
A review of research on homework is presented in the form of an annotated bibliography. The first part of the study deals with the historical development of homework in the late 19th and 20th centuries. In the second section, the nature and purposes of homework are explained as well as how assignments should be used to be more effective. The third part deals with time spent on homework and the effects of homework on learning. The last part examines the home-school partnership and its relationship with homework. Conclusions are discussed and some recommendations are made. A bibliography is appended. (JD)

ED 299 099

SE 049 453

Grade 9 Pilot Test. Mathematics. June 1988 = 9e Annee Test Pilote. Mathematiques. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 63p.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; Educational Assessment; Foreign Countries; Grade 9; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; *Testing Programs; Test Items
IDENTIFIERS- *Alberta

This pilot test for ninth grade mathematics is written in both French and English. The test consists of 75 multiple-choice items. Students are given 90 minutes to complete the examination and the use of a calculator is highly recommended. The test content covers a wide range of mathematical topics including: decimals; exponents; arithmetic word problems; ratio and proportion; geometry; measurement; percent; probability; graphing; and algebra. (PK)

ED 299 145 SE 049 670

Knapp, Michael S.; And Others
Recommendations to the National Science Foundation. An Approach to Assessing Initiatives in Science Education: Summary Report.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 88
NOTE- 35p.; For volume 1 see SE 049 668, volume 2 see SE 049 669.
CONTRACT- NSF-SPA-8651540
AVAILABLE FROM- SRI International, 333 Ravenswood Ave., Room B-S142, Menlo Park, CA 94025 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cost Effectiveness; Decision Making; Educational Assessment; Educational Finance; *Elementary School Science; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; *Financial Policy; Financial Support; *Foundation Programs; Grants; Needs Assessment; School Support; Science Education; *Secondary School Science
IDENTIFIERS- *National Science Foundation
In supporting science education, the National Science Foundation (NSF) is, in some instances, funding the enrichment experiences of individual students, but more often it is supporting efforts to improve complex, decentralized education systems. Many feel that the Foundation's best chance for success lies in a grant support strategy that targets NSF's resources on aspects of these systems that are most susceptible to change and appropriately addressed by federal agencies. NSF needs to know what it is supporting and accomplishing--or likely to accomplish--and why, when it invests funds in science education. Having this information will contribute to the Foundation's own planning and good management, and also help demonstrate to external audiences what NSF is doing for science education. To serve these needs, assessment needs to be defined more broadly than conventional forms of program evaluation to include any systematc efforts to inform decision making in NSF by gathering, interpreting, and reporting evidence of various kinds. This summary report presents recommendations to NSF to guide it in assessing its initiatives in science education. The report outlines appropriate goals, procedures, arrangements, and resources necessary to establish an effective set of assessment practices that build on existing assessment activities in the Foundation, fit with agency culture and constraints, and are both comprehensive and practical. (CW)

ED 299 221 SO 019 545

Sesow, F. W.; VanCleaf, David
Social Studies and Youth Organizations: Partners in the Development of Civic Responsibility and Action.
PUB DATE- 88
NOTE- 13p.; Based on a paper presented at a Meeting of the National Council for the Social Studies (Chicago, IL, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Elementary Secondary Education; Social Responsibility; *Social Studies; Youth; *Youth Agencies; *Youth Clubs; Youth Programs
IDENTIFIERS- 4 H Clubs; Boy Scouts of America; Girl Scouts of the USA; National Council for the Social Studies; Young Mens Christian Association
Social studies education programs should help students acquire skills and knowledge related to good citizenship, ensure that students apply these skills and knowledge to active civic participation, and promote standards of behavior and values that are also nurtured and developed in non-school settings. Children learn these in school and non-school environments through membership, participation, and interaction. The major goals of the 4-H Clubs, the Young Mens Christian Association (YMCA), the Boy Scouts, and the Girl Scouts are compared to the National Council for the Social Studies (NCSS) three democratic principles of equal protection, due process, and citizen participation and eight stated values of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and human rights. With some concepts, such as citizenship participation and responsibility, considerable goal overlap is evident, while other concepts, such as due process, freedom, and privacy, have little or no goal overlap. Teachers and school administrators should recognize contributions of the major non-school youth organizations toward the attainment of educational goals, and schools should form partnerships with leaders of these groups in order to identify, develop, and implement common goals. A comparative goals chart is included. (JHP)

ED 299 270 TM 011 874

Bell, Peter D.
Graduate Follow-Up Study: Phase II. San Diego City Schools' Class of 1984 Two Years After Graduation.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 28 Apr 87
NOTE- 142p.; This report is the second in the annual series of study reports on the status of the class of 1984.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Career Choice; Employment Patterns; *Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; Marital Status; Parent Influence; Postsecondary Education; *School Counseling; Wages
IDENTIFIERS- Mail Surveys; *San Diego Unified School District CA; Telephone Surveys

In the spring of 1984, the San Diego (California) Unified School District's Research Department initiated a five-year study of the district's 1984 senior high school graduates. The study documents graduates' transition from high school into young adulthood, beginning shortly after graduation. Focus is on: (1) providing information to district staff and the general public regarding graduates' progress and the degree to which the San Diego City Schools have prepared graduates' for life after high school; and (2) assisting district staff in evaluating and reviewing current programs and services through the use of information about graduates' assessments and experiences. Study subjects, selected via proportional, stratified random sampling, were administered questionnaires by mail; non-respondents were contacted by telephone. Approximately 74% of the targeted students responded (N=759). Results cover employment rates and occupations, wages, postsecondary educational aspirations and enrollment, marital status, attitudes toward high school experience, parental influences, and differences in student responses that could be attributed to racial or ethnic group membership. Recommendations based on findings are largely directed toward counseling requirements, the needs of Hispanics and Blacks, and the importance of inclusion of basic skills in high school curricula. Sixty-three tables and 48 graphs are presented; and the August and September 1986 Graduate Follow-Up Questionnaires and Graduate Follow-Up Telephone Script are appended. (TJH)

ED 299 115 SE 049 631

McGinnis, Jane
Interdisciplinary Approaches to Science Education.
PUB DATE- 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Improvement; Elementary School Science; Elementary Secondary Education; Science Education; *Science Instruction; *Science Programs; *Scientific Literacy; Secondary Education; *Secondary School Science; *Teaching Methods
This paper addresses the problem of an inadequate science teaching approach at a time when students need to be familiar with, and be able to understand, global problems and personal problems delving into complex, interrelated issues based on the science of a living universe. This report focuses on research about the problems in science education, the dilemma today and for the future in science education, program attempts in science education, and what educators can do to enhance science curricula. Chapters cover: (1) an introduction to the problem under study; (2) a literature review; (3) a brief overview of implemented programs emphasizing strengths and wesknesses; (4) positive approaches and recommendations to science education for curriculum enhancement; and (5) summary and conclusions. An appendix includes two model science activities: "Making Rounds with Dr. Semmelweis," and "The Problem of Gierer and Schramm." A list of 37 references is included. (CW)

ED 299 130 SE 049 653

Bagwell, Charles Bruce
Theory and Application of DNA Histogram Analysis.
PUB DATE- Aug 79
NOTE- 340p.; Ph.D. Dissertation, University of Miami. Contains some light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Biological Sciences; *College Science; *DNA; Doctoral Dissertations; Higher Education; *Least Squares Statistics; Science Education; *Statistical Analysis; *Statistical Distributions
IDENTIFIERS- *Histograms

The underlying principles and assumptions associated with DNA histograms are discussed along with the characteristics of fluorescent probes. Information theory was described and used to calculate the information content of a DNA histogram. Two major types of DNA histogram analyses are proposed: parametric and nonparametric analysis. Three levels of parametric analysis are presented: crude stripping, pattern recognition adjustment, and multirectangle nonlinear least squares analysis. The multirectangle method's assumptions were substantiated with theoretical justifications and biological experiments. Methods of optimal smoothing, capping, translocation, and doublet correction are also discussed. The statistical comparison of groups of histograms, nonparametric analysis, is introduced and applied to the clinical problem of parathyroid disease. (Author)

ED 299 161

SE 049 698

Kloosterman, Peter; And Others
Excellence in Mathematics and Science Teaching for the Intermediate Grades: Report of a Long-Term Inservice Project.
Indiana Univ., Bloomington. School of Education.
SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 22 Sep 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Elementary School Teachers; *Inservice Education; Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Science Curriculum; Science Instruction; Staff Development; *Teaching Methods
From March, 1987, through June, 1988, an inservice program took place to help teachers in grades 3 through 6 improve their skills in teaching mathematics and science. The teachers, from central and southern Indiana, met for a week in June, 1987 and for 3 days in June, 1988. From October, 1987, to May, 1988, workshop staff visited classrooms of the participants to help them apply workshop ideas to their specific teaching situations. A second group of teachers was added for the June, 1988, workshops. Much of the time in the June, 1988, workshops was devoted to sharing of teaching experiences among both groups of teachers. Evaluation data from the project indicate that working with teachers over an extended period of time is an excellent inservice format. Participants spoke of the camaraderie they developed over that period and of their opportunities to try out new ideas when workshop staff were available to help with any problems. Participants who attended only the June, 1988, session found teaching suggestions coming from their peers to be realistic and useful. In addition to evaluation data, the report includes outlines of project objectives, instructional activities, project administrative activities, and recommendations for organizers of similar projects. (Author/PK)

ED 299 206

SO 019 354

Civic Literacy.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; *Citizenship Education; *Civics; *Civil Rights; *Economics Education; Federal Government; *Multiple Choice Tests; Secondary Education; State Government; Voting
IDENTIFIERS- Native Americans; *Wisconsin

This Wisconsin state test booklet contains 110 multiple choice questions that measure civic literacy. The questions require knowledge of: (1) the U.S. Constitution, the Bill of Rights, and the Declaration of Independence; (2) the three branches of the U.S. government; (3) the structure of Wisconsin's government; (4) U.S. political parties and special interest groups; (5) the U.S. economy; (6) personal finance; (7) the civil rights movement and the rights of Blacks and Native Americans; and (8) voting in the United States and Wisconsin. (DJC)

ED 299 255 SP 030 642

Fall Hiring Report. Certified Professional Staff Vacancies as of September 1, 1987.

Connecticut State Dept. of Education, Hartford.

PUB DATE- 88

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; *Teacher Employment; *Teacher Supply and Demand

IDENTIFIERS- *Connecticut

This report documents the nature of teacher shortages in Connecticut for the 1987-88 school year from multiple perspectives. A general overview is provided through a statewide analysis based on totals summed across all positions. Analyses of individual positions and position categories with reference to the number of school districts with vacancies provide more detailed information on the possible existence of teacher shortages. The most precise estimate of teacher shortages in the report is made through the calculations of a teacher shortage index. Analyses are conducted on selected teacher and administrative positions to investigate whether a particular county or type of community attracted more applicants than others for the same type of position. (JD)

ED 299 313 TM 012 180

Stevenson, Jose
Description of the Mobile Education Teams (METs) Program.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Sep 87

NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; English Instruction; Intermediate Grades; Junior High School Students; *Limited English Speaking; Mathematics Instruction; Minimum Competency Testing; Parent Attitudes; *Program Evaluation; Qualitative Research; Reading Instruction; Student Attitudes; Teacher Attitudes; *Team Teaching
IDENTIFIERS- *Mobile Education Teams Program; Montgomery County Public Schools MD; *Multidisciplinary Teams

The Mobile Education Teams (METs) Program of the Montgomery County (Maryland) Public Schools instructs limited English proficiency (LEP) adolescents. Funded by a 3-year Title VII grant and implemented in six intermediate and junior high schools beginning in 1984-85, METs provide intensive elementary-level English, reading, and mathematics instruction to seventh through ninth graders. A resource specialist, five teachers, three teacher aides, a counselor, and a parent specialist move from one site to another. This study documents the nature of the instruction provided by the METs during the 1985-86 school year, and presents results of questionnaires on students' personal and school experiences and a teacher checklist concerning students' attendance and discipline patterns. Sixty-eight students, 64 teachers, and 55 parents completed Year 2 questionnaires. As standard tests (namely, the Minimum English Competency test and a criterion-referenced math test) were found to be inadequate, a qualitative design was adopted. Results indicate that METs provide: (1) positive initial school experiences, resulting in a high level of student and parental satisfaction with the program; (2) sensitivity toward special student needs; (3) acculturation to the American educational system; (4) functional math and reading skills as well as survival English skills; and (5) services above and beyond those normally available to LEP students. The original study and sample program materials concerning reading, mathematics, and social studies instruction are appended. (TJH)

ED 299 341 UD 026 388

Diaz Soto, Lourdes
The Home Environment and Puerto Rican Children's Achievement: A Researcher's Diary.
PUB DATE- 27 Apr 88
NOTE- 27p.; Paper presented at the National Association for Bilingual Education Conference (Houston, TX, April 27-May 1, 1988).
AVAILABLE FROM- Lourdes Diaz Soto, Pennsylvania State University, 157 Chambers Building, University Park, PA 16802.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingualism; *Elementary School Students; *Family Environment; *Family Influence; Family Role; Grade 5; Grade 6; *High Achievement; Intermediate Grades; *Low Achievement; *Naturalistic Observation; Organization; Parent Child Relationship; Parent Participation; Parent Role; Participant Observation; Puerto Ricans; Qualitative Research; Research Methodology; Supervision; Urban Youth
IDENTIFIERS- *Hispanic Students

The unstructured observations of a participant observer can point out areas of research interest overlooked by formal research instruments. This researcher's diary presents insights obtained while conducting a study regarding the home environments of 15 higher achieving and 11 lower achieving Puerto Rican fifth and sixth grade students residing in southeastern urban Pennsylvania. The notes were not structured prior to the home visits and reflect experiences, feelings, and descriptions about each of the students' families and their situations. Findings obtained through semistructured interviews with the children and their parents are reported elsewhere. Analysis of the notes in the diary revealed characteristics of the homes of the students under study that were not captured by the formal interview instrument. The homes of higher achievers were characterized by the following: (1) supervision; (2) organization; (3) parent involvement and communication; (4) bilingualism. The homes of low achievers were characterized by the following: (1) lack of supervision; (2) no parent involvement or communication; and (3) one language. A 24-item list of references and three tables of statistical data are included. (FMW)

ED 299 354

UD 026 408

Children and Families in Poverty: The Struggle to Survive. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 25 Feb 88
NOTE- 240p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advocacy; Day Care; *Economically Disadvantaged; *Family (Sociological Unit); Family Income; Federal Programs; Government Role; Health Needs; *Homeless People; *Housing Needs; Individual Needs; Low Income Groups; Low Rent Housing; Policy Formation; *Poverty; Program Development; Selective Admission; Social Services; Welfare Services; *Youth
IDENTIFIERS- Access to Health Care; *Shelters; Social Entitlements

This document comprises the testimonies presented at this hearing and related documents. A new study on trends in family income in the United States from 1970 to 1986, prepared in the Congressional Budget Office, is included, as is a fact sheet on children and families in poverty. Millions of children and families have been left out of the so-called "economic recovery": despite many months of economic expansion, almost 13 million children remain in poverty. The testimonies of the following people are included: (1) Madgelean Bush, executive director, Martin Luther King, Jr., Community Center; (2) Yvonne V. Delk, executive director, Office for Church in Society, United Church of Christ; (3) Robert Greenstein, director, Center on Budget and Policy Priorities; (4) Jonathan Kozol, author; (5) Matthew E. Melmed, executive director, Connecticut Association for Human Services; (6) Robert P. Sheehan, President, Boys and Girls Home and Family Services; (7) Chenay Costen-Boyce, board member, Rural Day Care Association of Northeast North Carolina, Inc.; and (8) homeless parents and students. Also included are the prepared statements, letters, and other supplemental materials presented by the speakers and other interested parties. Tables illustrate data, and lists of references accompanies some of the materials. (BJV)

ED 299 368

UD 026 428

Mei, Dolores M.; And Others
High School Attendance Improvement Dropout Prevention (A.I.D.P.) Program, 1986-1987: End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Apr 88
NOTE- 129p.; For the previous year's report, see ED 285 927.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Attendance; *Dropout Prevention; *High Risk Students; High Schools; *High School Students; Program Evaluation; Secondary Education; Student Promotion; Supplementary Education; *Urban Schools
IDENTIFIERS- *New York (New York)
Evaluation of the Attendance Improvement Dropout Prevention (A.I.D.P.) program as it operated in 26 selected New York (New York) public high schools in 1986-87 raises serious questions about the effectiveness of the program. A minimum of 50 percent of the participants were to achieve the following objectives: (1) improve attendance; (2) pass at least one more subject than in 1985-86; (3) earn sufficient credits to advance to the next grade; and (4) if in the ninth grade or below in the baseline years of 1985-86, still be in school three years later. Data were analyzed from student rosters, interviews with staff, a student questionnaire, and classroom observations. Findings show that A.I.D.P. participants as a whole did not meet any of the objectives. However, most students receiving services for the full time of the program did meet some of the objectives, and students who received all available services for the full time (core students) in particular made gains in attendance and courses passed. Statistical data are displayed in five figures and eight tables. Appendices include the following: (1) descriptions of schools; (2) summary of logs maintained during March 16-20, 1986; (3) data collection and file preparation procedures; (4) school-by-school summary of students served; (5) school-by-school summary of attendance and achievement improvement; (6) mean attendance for core and transitional students. (FMW)

ED 299 072 RC 016 717

Weinberg, Mark L.
Rural Incubator Profile.
PUB DATE- 3 May 88
NOTE- 11p.; Paper presented at the Annual Conference of the National Business Incubation Association (2nd, Dallas, TX, April 29-May 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Skills; College Role; Community Benefits; *Entrepreneurship; Financial Support; Marketing; *Rural Development; *Rural Urban Differences; *School Community Relationship; Services; Shared Facilities; *Shared Resources and Services; *Small Businesses
IDENTIFIERS- *Business Incubators
This profile summarizes the responses of 20 managers of rural business incubators, reporting on their operations, entry and exit policies, facility promotion, service arrangements and economic development outcomes. Incubators assist small businesses in the early stages of growth by providing them with rental space, shared services, management and business assistance, and an entrepreneurial environment. The number of U.S. business incubators has increased from 40 in 1983 to 271 in March 1988, the majority of them being in smaller rather than larger urban areas. Findings show academic institutions managed 55% of all rural incubators, with nonprofit organizations accounting for another 40%. Entry policies for rural incubators are similar to those for incubators nationally. Half of the facilities had formal exit policies. Rural development rates, measured in occupancy and incubator milestones, were lower than national averages. Recruitment of entrepreneurs is a problem facing all incubators, but especially for rural projects. The most effective recruitment method reported was individual contact. Assistance most used by tenants were accounting, marketing, business plans, and government grants and loans. Services were paid for using tenant reimbursements, donations, and professional fee reductions. It is concluded that, while incubators contribute to community development, the process has been slow and risky. Rural educational institutions are taking a disproportionate part of this risk and their continued involvement in incubator development is crucial. Subsequent research must resolve policy and management questions concerning strategies for incubators. The paper includes tables, endnotes and a sample list of rural incubators. (TES)

ED 299 086

RC 016 757

Morgan, Donald P.
Recognition and Management of Pesticide Poisonings. Third Edition.
Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.
REPORT NO.- EPA-540/9-80-005
PUB DATE- Jan 82
NOTE- 125p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Clinical Diagnosis; Medical Education; *Medical Services; *Pesticides; *Poisoning; Resource Materials; *Toxicology
IDENTIFIERS- *Symptoms
This manual aids health professionals in recognizing and treating pesticide poisonings. Suggested treatments are appropriate for implementation in the small hospitals and clinics which usually receive the victims of pesticide poisoning. Classes of compounds covered include: (1) organophosphate cholinesterase-inhibiting pesticides; (2) carbamate cholinesterase-inhibiting pesticides; (3) solid organochlorine pesticides; (4) pentachlorophenol; (5) nitrophenolic and nitrocresolic herbicides; (6) chlorophenoxy compounds; (7) paraquat and diquat; (8) dithiocarbamates and thiocarbamates; (9) pyrethrum, pyrethrins, pyrethroids and piperonyl butoxide; (10) arsenical pesticides; (11) rodenticides; (12) fumigants; (13) miscellaneous pesticides of high toxicity that are rarely use; and (14) miscellaneous pesticides of low or moderate toxicity that are widely used. For each class of compounds, the manual gives general chemical structure, a list of commercial product names arranged in order of descending toxicity, details of toxicology, frequent symptoms and signs of poisoning, confirmation of diagnosis, and detailed instructions for treatment. The manual provides indexes by commercial name and by symptoms and signs of poisoning. (SV)

ED 299 191

SO 019 327

Global Geography: An Evaluation of the Nepal Program. Research Report Number 100.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Aug 87
NOTE- 34p.; For related document, see SO 019 329.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Non-Print Media (100) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Studies; *Audiovisual Instruction; Foreign Countries; *Geography Instruction; Instructional Films; Intermediate Grades; Junior High Schools; Research Reports; Secondary Education; Social Studies; Student Evaluation; *Student Reaction; *Teacher Response; Videotape Recordings; *World Geography
IDENTIFIERS- Asia (South); *Forest; *Nepal

This research report describes the results of a field test of "South Asia: Nepal--Why are the Forests Disappearing?", a video program from "Global Geography", an instructional video series (available January 1988) for students in middle and junior high schools. The results from the teachers and students surveyed indicate overall favorable responses to the program and its contents. Tables and charts are included that reflect the student sample and the Attention Profile. Appendices include the student, the teacher, and the teacher's guide questionnaires. Students' and teachers' questionnaire responses are also included. (DJC)

ED 299 238 SP 030 614

Teacher Salary Study 1987-1988. Statistical Report Series.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Feb 88
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Contract Salaries; Elementary Secondary Education; *Teacher Characteristics; *Teacher Employment; *Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *South Carolina

The annual Teacher Salary Study from South Carolina is designed to provide teacher salary information which is requested most frequently by data users. Salary schedules are presented for those teachers who possess a professional or "A" certificate and are employed for a regular school term. Salary schedules are presented for the 91 geographic school districts and for two special school districts. In this report, the estimated average salaries for classroom teachers, and the averages for teachers, librarians and guidance counselors are calculated from the Fall 1987 contracted salaries. (JD)

ED 299 328 TM 012 381

Carballo, Eduardo; And Others
Analyzing Test Data for Program Evaluation Purposes: Are There Procedures and Other Factors Which Alter the Results?
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Bilingual Education Programs; Bilingual Students; Educational Policy; Elementary Education; English; Limited English Speaking; *Program Evaluation; Second Language Instruction; Spanish; *Test Results
IDENTIFIERS- Bilingual Education Act 1984; *Massachusetts
Ways in which an evaluation of bilingual programs could be appropriately conducted were studied, using two transitional bilingual education programs. In Program A, the first language (Spanish) is the initial medium for all instruction with a gradual phasing in of English. Program A is located in a large suburban school system in central Massachusetts, and provides full-time education to limited English proficient students. Proficiencies of 22 students were examined through interviews and written testing. The students were given the Metropolitan Survey Battery reading and mathematics tests and the Massachusetts Basic Skills Test for grade 6 as appropriate. Sixteen students were selected from Program B, with full-time instruction in both languages to make students comfortable and competent in either Spanish or English. Program B is located in a large urban school system in Massachusetts. Similar tests were given, and scores from each program were analyzed using: (1) Model A, a norm-referenced design comparing the rate of growth for these students and others not requiring services; (2) mean standard scores during and after mainstreaming; (3) gap reduction, the "catching up" of program students; and (4) results after mainstreaming. By methods 1, 2, and 3, Program A was judged effective; for method 4, differences were not statistically significant. Because of the small number of students, none of the methods gave conclusive results for Program B. The study illustrates that each model answers different questions; each clarifies some aspect. Difficulties in evaluating Program B show the need for alternative methods. Four tables and 17 graphs show test results. (SLD)

ED 299 100

SE 049 454

Grade 9 Achievement Test. Mathematics. June 1988 = 9e Annee Test de Rendement. Mathematiques. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 47p.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; Educational Assessment; Foreign Countries; Grade 9; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; *Testing Programs; Test Items
IDENTIFIERS- *Alberta

This achievement test for ninth grade mathematics is written in both French and English. The test consists of 75 multiple-choice items. Students are given 90 minutes to complete the examination, with the use of calculators permitted. The test content covers a wide range of mathematical content including: positive and negative exponents; word problems; scientific notation; fractions; measurement; percents; geometry; graphing; and algebra. (PK)

ED 299 176

SO 019 294

Ekman, Richard

A Brief History of the Effects of Social Institutions on the Civic Values of American Youth.

PUB DATE- 16 Apr 85
NOTE- 16p.; Paper presented at the Conference on the Development of Civic Competence and Civic Responsibility among Youth (Irsee, West Germany, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Democratic Values; Higher Education; *Institutions; Political Attitudes; *Social History; Social Studies; *Social Values; Sociocultural Patterns; *Teacher Education Curriculum; United States History; *Values Education

Using generalizations based on pre-U.S. Civil War era history to interpret U.S. social history, this paper presents: (1) the effects of various social institutions in history on civic values; (2) the current role of U.S. colleges and universities as social institutions; and (3) curriculum development suggestions for the preparation of civic education teachers. The historical generalizations are based on the role of religion, the development of U.S. towns and cities, educational practices, the Revolutionary War, social reforms, and the Civil War. No one event or institution has had a long monopoly in shaping the civic values of U.S. youth, but education is the most pervasive current force. Curriculum innovations in schools have recently stressed the use of interdisciplinary courses to teach civic values, but teachers often are not well-trained in this type of instruction which requires information from both the social studies and the humanities' disciplines. A curriculum that could be effective in preparing teachers to teach civic values should stress: (1) history; (2) social and political thought; (3) economics; (4) human motivation and organizational behavior; and (5) placing U.S. history in an international perspective. (JHP)

ED 299 285 TM 012 041

Rothfarb, Sylvia H.; Abella, Rodolfo
Evaluation of the ATTLAS Program (Augmenting Thinking through Language Acquisition Skills).
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Aug 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; Elementary Education; Elementary School Students; *English (Second Language); *Evaluative Thinking; *Language Acquisition; *Limited English Speaking; Minority Groups; Principals; Program Effectiveness; *Program Evaluation; Teacher Attitudes
IDENTIFIERS- *ATTLAS Program; *Dade County Public Schools FL
The Augmenting Thinking through Language Acquisition Skills (ATTLAS) program was designed to increase analytical thinking abilities and English language capabilities of limited English proficient (LEP) elementary school students. The program concentrates on first through third grades, although there are some pull-out classes for grades 4-6; and teachers use the Behavior Training Series. The effect of ATTLAS on the acquisition of English was evaluated, and the performance of 672 students who had and 213 students who had not participated in the ATTLAS program was compared. The program's effectiveness was evaluated via observations of students' performance during the 1986-87 academic year and assessing reactions of school personnel to the program. Survey data were analyzed for 38 teachers and 20 principals in the ATTLAS program (a response rate of 93% and 100% respectively). Results indicate that: (1) ATTLAS exerted a slight, positive effect on language acquisition; (2) no differences were seen in the effectiveness of different delivery modes for English for Speakers of Other Languages (ESOL) instruction on language acquisition; and (3) school personnel reacted favorably to the program, but wanted more appropriate materials for younger grades. LEP students are not advancing through the school program as quickly as expected, but ATTLAS students are more likely to advance. Eight tables contain student and teacher data, and the survey instruments are appended. (SLD)

ED 299 299

TM 012 087

Romanik, Dale G.
Telephone Survey of Dade County Voters.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Nov 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Bond Issues; *County School Districts; Educational Assessment; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; Feasibility Studies; *Property Taxes; Public Opinion; Public Schools; School Buildings; *School Support
IDENTIFIERS- *Dade County Public Schools FL; *Telephone Surveys; Voters
The Dade County (Florida) Public Schools contracted with Strategy Research, Incorporated, to conduct a telephone survey of 400 Dade County registered voters. Focus was on determining the extent of support for a bond issue/tax increase to provide funds for the building and renovation of schools. Survey findings indicated that respondents: (1) perceived a need to build and renovate schools in Dade County; (2) supported a bond issue until they were notified of the associated property tax increase (PTI), at which time support fell from 80% to 67% in favor of a PTI; (3) generally felt satisfied with local public schools; (4) preferred larger classes to help solve school overcrowding if additional funding was not available; (5) judged themselves to be more familiar with public schools than is generally found to be the case nationwide; (6) rated school personnel higher than did respondents participating in national surveys; and (7) viewed the local school systems as improving in the past few years. Priority issues indicated by respondents included student dropouts, a lack of teachers, and a lack of discipline. Twelve data tables are provided, and the 44-item telephone survey is appended. (TJH)

ED 299 131

SE 049 655

Resnick, Lauren B.; And Others
Conceptual Bases of Arithmetic Errors: The Case of Decimal Fractions.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED). Washington, DC.
PUB DATE- 28 Mar 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Concept Formation; *Decimal Fractions; Educational Research; Elementary Education; *Elementary School Mathematics; *Error Patterns; International Educational Exchange; Interviews; *Mathematics Instruction
IDENTIFIERS- Mathematics Education Research

Considered is a conceptual analog of buggy algorithms and rule-based mathematical development. The investigations consider whether children's efforts to make conceptual sense of new mathematics instruction in terms of their available knowledge may sometimes lead them to make systematic errors. In particular, the possibility is explored that children overgeneralize concepts from a familiar domain of mathematics in order to interpret a new domain. A total of 113 children in the early phases of school instruction on decimal fractions participated: an American sample from grade 5 (n=17); an Israeli sample from grade 6 (n=21); and French samples from grades 4 (n=37) and 5 (n=38). Children were individually interviewed using described tasks. The findings are discussed in some detail. There seem to be fundamental differences in the kinds of conceptual understanding that produce the Whole Number rule and Fraction rule. Different patterns of rule categorization among the three countries indicate that different curriculum sequences produce different patterns of rule invention. Errorful rules appear intrinsic to learning and cannot be avoided in instruction: they can best be regarded as useful diagnostic tools for instructors, to detect the nature of children's understanding of a mathematics topic. (MNS)

ED 299 192 SO 019 328

The U.S. Constitution: An Evaluation of the 'Federalism' Program. Research Report Number 99.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Jul 87
NOTE- 19p.; For related document, see SO 019 312.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-Print Media (100) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Instruction; Federal Government; *Field Tests; *Instructional Films; *Law Related Education; *Program Effectiveness; School Surveys; Secondary Education; State Government; Student Reaction; *Summative Evaluation; Teacher Response; Videotape Recordings
IDENTIFIERS- *Federalism (Governmental Structure); *United States Constitution

This report describes the results of a field test of "Federalism", a program from "The U.S. Constitution", an instructional video program series for secondary school students developed by the Agency for Instructional Technology (AIT) in association with Project '87. The participants of the preview are teachers and students in middle, junior high, and high schools in Illinois and Indiana. The teachers' responses are favorable to the video's content, the narration by William Moyers, and its appropriateness for grades 7-12. While the students' responses are favorable, they reacted negatively to the video's animation segments citing them as hard to understand and the documentary narration as boring. AIT feels that the students found the dramatic segments so compelling that this compensated for the students' negative reactions to the animation and documentary segments. The appendices include: (1) a list of participating schools; (2) the student questionnaire with responses in percentiles; (3) the teacher responses with tabulated responses; and (4) the discussion questions. (DJC)

ED 299 207 SO 019 355

Our Memory at Risk: Preserving New York's Unique Research Resources. A Report and Recommendations to the Citizens of New York.
New York Document Conservation Advisory Council, Albany.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 88
NOTE- 65p.; A final preliminary draft of this paper was presented at the New York Statewide Preservation Conference (Albany, NY, May 15, 1986). Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Cooperation; Federal Aid; Guidelines; *Preservation; *Primary Sources; *Program Development; Research; Research Tools; Resource Materials; Standards; State Aid; State History; United States History
IDENTIFIERS- Disaster Planning; *Historical Materials; Manuscript Collections; *New York; Paper Deterioration; Rare Books

This report, the culmination of the 3-year "New York Document Conservation Administration Training and Planning Project," represents a distillation of the best thinking about preservation issues in New York after an exhaustive process of consultation and review. Its thesis is that preservation of New York State's historical records, rare printed materials, and other research materials ought to be--but is not now--a matter or urgent public concern. The state's unique research materials serve as a vast common memory bank in order to better understand the past and the present and to prepare for the future. Due to neglect, improper storage, paper deterioration, and disasters, such as fire and flooding, the physical condition of these valuable resources puts the prospects for their future use in doubt. A well-coordinated, long-term, statewide offensive is needed to meet the preservation goals. The issues and recommendations for immediate action include: (1) identification and selection of unique research resources in New York; (2) education and training for professional and technical staff; (3) preservation standards, guidelines, and information services; (4) disaster preparedness and assistance; (5) local and statewide public awareness; (6) investigation of preservation service needs and options; (7) state financial and technical assistance; (8) national cooperation and support; and (9) ongoing preservation evaluation and planning. The appendices titles are: (1) The New York Document Conservation Administration Training and Planning Project: History and Purpose; (2) Reviewing Groups; (3) Statewide Preservation Conference, May 15, 1986; (4) For Further Reading; and (5) Sources of Assistance and Advice. Numerous black and white photographs are included. (DJC)

ED 299 222 SO 019 638

Backler, Alan
Teaching Geography in American History. ERIC Trends/Issues, Paper No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 31p.
CONTRACT- RI88062009
AVAILABLE FROM- Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47408 (1-9 copies, $3.50 each; discount on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Fused Curriculum; Geographic Concepts; *Geography; Geography Instruction; High Schools; History Instruction; *Integrated Curriculum; Interdisciplinary Approach; Social Studies; Unified Studies Curriculum; *United States History
IDENTIFIERS- ERIC Trends Issues Papers
This ERIC Trends Issues paper highlights the complementary qualities of geography and history and recommends the infusion of geography core themes into high school U.S. history courses. Part 1, "Rationale for Teaching Geography in American History," features information about: (1) overcoming the neglect of geography instruction; (2) finding a suitable place for geography teaching in high school curricula; and (3) the role and needs of geographic education. Part 2, "Guidelines for Selection of Content on Geography in American History," proposes that integration be based on the five geographic themes of location, place, relationships within places, movement, and regions in conjunction with the five historical literacy concepts of: (1) understanding time and chronology; (2) analyzing cause and effect relationships; (3) examining continuity and change; (4) recognizing and participating in a common memory; and (5) developing historical empathy. Cognitive skills that are needed for learning geography and history are also described. Part 3, "Ideas for Lessons on Geography in American History," presents and discusses examples of five U.S. history topics and explains how they can be linked to geographic themes, elements of historical literacy, and cognitive skills. Part 4 offers a summary and curriculum recommendations. A selected bibliography of 14 ERIC resource materials is included. (JHP)

ED 299 256

SP 030 643

Shulman, Judith; And Others
California Mentor Teacher Program Case Study: Implementation of the Waverly Unified School District, 1984-1985.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 77p.
CONTRACT- NIE-400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; *Mentors; *Participant Satisfaction; Program Development; *Program Effectiveness; *Program Implementation; Teacher Attitudes; Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction
This case study examined the implementation of the California Mentor Teacher Program (CMTP) in a large urban school district. The CMTP is an effort to retain skillful teachers and to improve teaching by promoting direct, rigorous, and consequential activities and relationships between mentors and beginning teachers. The participants in the study were a district official, the mentor coordinator, the president of the teachers' association, 22 mentors, 22 principals from the mentors' schools, and 22 teachers. Following a description of the school district and how the district adopted the mentor program, interviews with mentors and teachers are presented. The interviews included discussions of the relationships between mentors and their mentees, the perceived attitudes of the participants and other school personnel toward the mentorship program, and the activities of the program participants. The impact of the program on the school district is discussed and some recommendations are made for improving the program's effectiveness. (JD)

ED 299 271

TM 011 875

Instruction Materials Evaluation/Selection Process in the Chicago Public Schools.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

PUB DATE- Oct 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Board of Education Policy; Elementary Secondary Education; *Ethnic Bias; *Evaluation Methods; *Instructional Material Evaluation; Instructional Materials; Mail Surveys; *Media Selection; Principals; *Racial Bias; School Policy; Social Bias; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- *Chicago Public Schools IL

The relationship between Board of Education policy designed to promote cultural, ethnic, and racial understanding, and the instructional materials most widely available and used in the Chicago (Illinois) Public Schools was studied. Teachers, district administrators, and principals were surveyed to understand the process of selecting and evaluating instructional materials for racial, social, ethnic, and cultural bias. More specifically, 53 teachers served on instructional materials evaluation committees from October 1984 to May 1985 and were surveyed concerning their views regarding judging materials on bias factors. Surveys were administered to 15 district offices and questionnaires were mailed and received from 370 elementary and 52 high school principals and teachers. Both of these surveys focused on the structure developed by each school district to evaluate and select materials, the level of staff involvement, and information needs. Teachers were often unfamiliar with guidelines and criteria for selection. Time constraints limited review of materials before selection. Adequate training must be provided teachers serving on selection and evaluation committees. Specific guidelines and procedures are needed by all involved in the selection process. Follow-ups will be necessary to monitor progress in improving materials. Appendices contain teacher and administrator survey results and questionnaires. (SLD)

ED 299 101 SE 049 455

Grade 12 Diploma Examination. Mathematics 30. June 1988 = Examen en vue du Diplome Douzieme Annee. Mathematiques 30. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 49p.; For January 1988 examination, see ED 295 790.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; Educational Assessment; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Secondary School Mathematics; *Testing Programs; Test Items
IDENTIFIERS- *Alberta
This twelfth grade diploma examination is written in both French and English. The test consists of 52 multiple-choice items and three written response questions. Two and one-half hours are provided for taking the test; approved calculators may be used. The test content covers a wide range of mathematical topics including: geometry; trigonometry; conic sections; series; measures of central tendency and distributions; logarithms; functions and problem solving. (PK)

ED 299 116

SE 049 633

Course Content in High School Physics. High School Physics--Views from AAPT.
American Association of Physics Teachers, Washington, D.C.
PUB DATE- 88
NOTE- 40p.
AVAILABLE FROM- American Association of Physics Teachers, 5112 Berwyn Road, College Park, MD 20740 (first 9 copies free, 10 or more $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; Course Descriptions; Curriculum Development; Educational Improvement; High Schools; *Physics; *Science Curriculum; Science Education; *Science Programs; *Science Teachers; Secondary Education; *Secondary School Science
IDENTIFIERS- *American Association of Physics Teachers

Choosing the proper content for high school physics courses is not an easy task for the teacher or the school. Depth and breadth of coverage, student interests and background and teacher strengths may by considered. This paper provides help for teachers in choosing course content. Topics are: (1) scope of physics; (2) list of seven basic principles and concepts; (3) list of seven important skills; (4) textbooks (including criteria for evaluating physics textbooks and major topics or divisions of current textbooks); (5) major topic divisions of the physics examinations; (6) syllabuses (including local and state level); (7) content used in classrooms; and (8) several contemporary physics courses. Appendices include: "Topic Distribution for the AAPT/NSTA Introductory Physics Examination"; "Statement on Preparation in Physics Expected in the State of California"; "Physics Syllabus of the State of Texas"; "Physics Syllabus of the State of New York"; "Percentages of Physics Teachers Indicating Coverage of Subtopics"; "Physics Syllabus of Lower Merion High School"; "Objectives and Topics of Physics Courses in Des Moines Public Schools"; and "Topical Outline of Applied Physics Course, Ontario Ministry of Education." (YP)

ED 299 146

SE 049 671

Hardiman, Pamela Thibodeau
Recognizing Similarities between Fraction Word Problems.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 88
NOTE- 38p.
GRANT- NSF-SED-8113323
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; College Mathematics; Concept Formation; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; *Fractions; *Mathematical Concepts; Mathematics Achievement; Mathematics Education; Mathematics Tests; *Problem Solving; Secondary School Mathematics; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Education Research
Deciding how to approach a word problem for solution is a critical stage of problem solving, and is the stage which frequently presents considerable difficulty for novices. Do novices use the same information that experts do in deciding that two problems would be solved similarly? This set of four studies indicates that novices rely more on surface feature similarity. However, when certain aspects of the problem structure were held constant, novices correctly identified problems that would be solved similarly significantly more often. The results suggest: (1) the distinction of surface and deep features may not be rich enough for describing categorization of word problems, and (2) novice problem solvers are capable of recognizing some similarities of problem structure. A third level of classification of word problems is proposed to explain these results. (Author)

ED 299 162 SE 049 699

Cawley, John F.; And Others
Developmental Mathematics. Learner Activity Program.
REPORT NO.- ISBN-0-87189-619-2
PUB DATE- 87
NOTE- 240p.
AVAILABLE FROM- Pro-ED, Inc., 8700 Shoal Creek Blvd., Austin, TX 78758 ($59.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Computation; *Concept Formation; Decimal Fractions; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Fractions; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; *Remedial Mathematics
This manual contains individual learning activity sheets on "Prenumbers", "Whole Numbers", and "Fractions." Each activity sheet and its accompanying instructional recommendations focus on a single concept or skill. The program presented is not intended to comprise a complete mathematics program for children who have difficulty in mathematics and for the teachers who serve them. It is designed for use with children who: (1) manifest needs in one or more specific topics in mathematics; (2) receive remedial or supported instruction within the regular classroom or in a support center; (3) require a variety of alternative presentations to assist them in concept and skill development; (4) are in need to varying amounts of repetition and practice to enable them to acquire and generalize concepts and skills; and (5) often show minimal proficiency in working independently and in self-monitoring and self-appraisal. (Author/PK)

ED 299 239 SP 030 616

Preservice/Inservice Training. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network.
Michigan State Board of Education, Lansing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- May 87
NOTE- 35p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Elementary Secondary Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Content; Program Design; Program Effectiveness; *Validated Programs

The information in this booklet presents descriptions of educational programs: that have been validated by the Joint Dissemination Review Panel of the United States Department of Education as successful, that are being promoted by the National Diffusion Network (NDN), and that are available for adoption by other districts. The programs are indexed by the category for which they have been validated. Some programs have been used successfully at grade levels other than those for which they were validated and this is noted in the descriptive abstracts. The abstracts also note the requirements for implementation, the costs, availability of materials and contact person. The programs are designed for both preservice and inservice training and cover 48 categories. Twenty-six programs are described. (JD)

ED 299 342

UD 026 390

Problem Solving and Reasoning Skills Cognitive Development Model for Severely Disadvantaged Puerto Rican College Students. Final Report.

Ana G. Mendez Educational Foundation, Rio Piedras, PR.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 113p.
GRANT- G008440414
LANGUAGE- English; Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abstract Reasoning; Basic Skills; *College Curriculum; *College Freshmen; College Programs; Curriculum Development; *Educationally Disadvantaged; Higher Education; Hispanic Americans; Problem Solving; Program Evaluation; *Puerto Ricans; Remedial Mathematics; *Remedial Programs; Remedial Reading; Spanish

Through the Problem Solving and Reasoning Skills Cognitive Development Model for Severely Disadvantaged Puerto Rican College Students, the Ana G. Mendez Educational Foundation developed a model for cognitive skills development for disadvantaged, low-achieving Hispanics. The program incorporates cognitive skills into existing remedial courses in Spanish and mathematics. The model was tested with lower tier entering freshmen students with less than a 2.00 high school grade point average, and College Entrance Examination Board scores under 400 in Spanish and mathematics. The final course design integrated Piagetian theory, Karplus' Learning Cycle, Whimbey's Problem Solving technique, and some of Feuerstein's Instrumental Enrichment strategies. Results indicated that the model is highly adaptable to Hispanic populations in and outside of Puerto Rico. It also proved to be effective with a population of disadvantaged learners that is typical of those entering most private institutions. The extensive appendices include the following: (1) a summary description of a teacher training workshop; (2) curriculum guides; (3) list of diagnostic instruments examined; (4) a student survey questionnaire (in Spanish); (5) letters of interest in the program from two colleges; (6) a symposium program on Puerto Ricans and the humanities (in Spanish); (7) the 47-page external evaluation report; (8) a form for requesting additional information; and (9) a list of related documents. A financial status report is supplied separately. (Author/FMW)

ED 299 369 UD 026 429

Kane, Joan K.
Asi Son los Puertorriquenos (These Are the Puerto Ricans).
PUB DATE- 79
NOTE- 105p.; Bibliography contains marginally legible print.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Cultural Context; Instructional Materials; Multicultural Education; *Puerto Rican Culture; Puerto Ricans; Resource Materials; Secondary Education; *Second Language Instruction; *Spanish; Teaching Guides; Urban Education
IDENTIFIERS- *Puerto Rico

"Asi Son los Puertorriquenos" immerses the student of Spanish in the language and culture of Puerto Rico. The program is designed to simultaneously improve language skills and develop understanding and appreciation of the culture. The reading selections are challenging for the intermediate level, and provide valuable insight into many aspects of Puerto Rican culture. Vocabulary is learned in context. Themes are the following: (1) Geography; (2) History; (3) Peoples of the Nation; (4) Art; (5) Music; (6) Foods; and (7) Fiestas. Each unit consists of a reading selection which expands the student's knowledge of the theme, written exercises that emphasize vocabulary and comprehension, and supplementary exercises that provide further drill on the material covered. Activities include the following: (1) map study; (2) dictionary work; (3) thought questions; (4) sentence completion; and (5) identification of terms. Crossword puzzles, word games, songs, and recipes are also included. All materials are in Spanish. An 82-item bibliography is included. (FMW)

ED 299 073 RC 016 718

Silver, Sandra
Multi-District Arrangements for Special Education in Rural Areas.
PUB DATE- 87
NOTE- 27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Cooperation; *Regional Programs; Rural Areas; *Rural Education; School Districts; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act
Provision of adequate special education services within an individual rural school district is often not feasible, so cooperative arrangements seem a logical alternative. Cooperative arrangements vary on many dimensions including: number of school districts served, mode of governance, funding sources, staffing patterns, services rendered, professional personnel employed, and stated goals. This study examined cooperative arrangements for special education in rural areas to determine which were most effective in implementing special education procedures mandated under the Education for All Handicapped Children Act (PL 94-142). The relationship of size to compliance with these mandates was also studied. No significant relationships emerged between type of cooperative arrangement or number of students served and any of the compliance measures. Large cooperatives (greater than 2,000 square miles) reported the greatest degree of compliance while medium sized cooperatives (851 to 2,000 square miles) experienced the most difficulty. Despite this finding, respondents frequently cited distance as hampering the provision of special education services because of the time required for travel. (DHP)

ED 299 087 RC 016 759

Citizen's Guide to Pesticides.
Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.; Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.
PUB DATE- Sep 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consumer Education; *Family Environment; First Aid; Food; *Health Education; Homemaking Skills; *Pesticides; *Pests; *Poisoning; Safety Education; Waste Disposal; Water Pollution
IDENTIFIERS- Symptoms

This guide provides suggestions on pest control and safety rules for pesticide use at home. Pest prevention may be possible by modification of pest habitat: removal of food and water sources, removal or destruction of pest shelter and breeding sites, and good horticultural practices that reduce plant stress. Nonchemical alternatives to pesticides involve biological treatments by natural predators, parasites, or pathogens, or mechanical treatments such as trapping or removal by hand. Nonchemical pest controls require time and energy, but pose no health hazards and do not create pesticide resistant pest populations. Chemical controls are available in many forms. Chemicals are easy and quick to use, but require careful use and generally achieve only temporary results. A careful reading of the pesticide label is essential for selection and use of the proper product. The guide includes: (1) instructions for determining correct dosage; (2) tips for pesticide application, storage, and disposal; (3) advice on choosing a pest control company; (4) suggestions for reducing personal exposure to pesticides via food, water, air, and home usage; (5) information on toxicity factors, signs of poisoning, and first aid; (6) a description of the National Pesticide Telecommunications Network; and (7) addresses of regional Environmental Protection Agency offices and state pesticide agencies. A bilingual (English/Spanish) leaflet on pesticide hazards and safety tips comes with the document. (SV)

ED 299 314 TM 012 204

Riddle, Wayne
Comparison of the Achievement of American Elementary and Secondary Pupils with Those Abroad--The Examinations Sponsored by the International Association for the Evaluation of Educational Achievement (IEA).
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 30 Jun 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cross Cultural Studies; Elementary School Students; Elementary Secondary Education; *Foreign Countries; Mathematics Achievement; *Mathematics Tests; *Science Tests; Secondary School Students; Testing Programs; *Test Interpretation
IDENTIFIERS- Between Group Differences; Cross Cultural Testing; *International Evaluation Education Achievement
Available sources of information on academic achievement levels of American elementary and secondary school students as compared to their counterparts in major foreign countries are analyzed. Focus is on testing conducted by the International Association for the Evaluation of Educational Achievement (IEA) in Stockholm (Sweden). The IEA tests represent an attempt to: (1) develop comparable tests reflecting both international standards and national curricula; (2) assess representative samples of students in voluntarily participating countries; and (3) analyze the resulting scores in relation to additional information concerning students' background characteristics and attitudes. Findings from current major international assessments of mathematics and science achievement are reviewed, and possible reasons for the sometimes comparatively lower level of performance by American students in such examinations are analyzed. The testing process established by the IEA is described, and results for the first round of IEA testing are interpreted, with an emphasis on American students' scores. Available IEA second round results are also assessed. The appendix reviews significant, recent, non-IEA research on comparative achievement of American students in relation to students of other major counties, namely Japan. Nine data tables are provided. (TJH)

ED 299 355

UD 026 409

Excellence in Minority Health Education and Care Act. Hearing on H.R. 954, A Bill to Amend the Public Health Service Act to Authorize Assistance for Centers for Minority Medical Education, Minority Pharmacy Education, Minority Veterinary Medicine Education, and Minority Dentistry Education, before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 88

NOTE- 43p.; For related document, see ED 288 951.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Dentistry; *Federal Aid; Federal Legislation; *Financial Support; Government Role; *Medical Education; *Minority Groups; Pharmaceutical Education; *Public Health Legislation; Veterinary Medical Education

IDENTIFIERS- *Proposed Legislation; *Public Health Service Act

This document comprises testimony and materials presented at a hearing on H.R. 954, a bill which would provide assistance for centers for minority education in medicine, pharmacy, veterinary medicine, and dentistry. The following individuals presented testimony: (1) Lindy Boggs, a Representative from Louisiana; (2) William Hill Boner, a Representative from Tennessee; (3) Walter C. Bowie, dean, School of Veterinary Medicine, Tuskagee University; (4) Marcellus Grace, dean, College of Pharmacy, Xavier University; and (5) David Satcher, president, Meharry Medical College. The following individuals and organizations submitted materials: (1) American Association of Dental Schools; (2) American Lung Association; (3) American Veterinary Medical Association; (4) Association of American Veterinary Medical Colleges; (5) Association of Minority Health Professions Schools; (6) J. Bennett Johnson, a Senator from Louisiana; and (7) William Nichols, a Representative from Alabama. The text of the bill is included. (BJV)

ED 299 102 SE 049 462

A Cognitive Taxonomy for Mathematics Teaching. School Research Newsletter 1988:4.
National Swedish Board of Education, Stockholm.
PUB DATE- Jun 88
NOTE- 11p.
AVAILABLE FROM- Swedish National Board of Education, Department for Coordination and Planning, S-106 42 Stockholm (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; Cognitive Development; *Concept Formation; Curriculum Development; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Holistic Approach; *Learning Theories; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials

This document outlines a theory of learning and education for the teaching of mathematics. The theory is termed a cognitive taxonomy. The taxonomy, developed over a 15-year period, is based on the connection between mathematical material and pupils' reactions to it. The function of this connection is termed a process. The taxonomy is based on the idea that the planning of mathematics teaching should take into account both pupils and subject matter. Research should elucidate and interpret, on a parallel basis, the way in which the subject matter can be arranged for pupils and the way in which individual pupils react to the subject matter. (PK)

ED 299 132

SE 049 656

Resnick, Lauren B.; Nelson-Le Gall, Sharon
Meaning Construction in Mathematical Problem Solving.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Problem Solving; *Social Influences
IDENTIFIERS- Mathematics Education Research; *Meaningful Instruction
Reported are early results of a research program that aims to improve children's mathematics learning by developing attitudes and strategies that support processes of interpretation and meaning construction in mathematics. Considerable research shows that many children learn mathematics as symbol manipulation rules, without meaning. Collaborative problem solving is used as a means for meeting the goals of interpretation and meaning construction. The social setting of shared problem solving provides occasions for modeling effective thinking strategies, critiquing and shaping of thinking, motivation to try new, more active approaches, and scaffolding for an individual learner's initially limited performance. Findings and interpretations from studies with fourth and fifth graders focused on scaffolding are reported, and current and future studies are briefly described. The intimate relationship between conceptual knowledge and problem solving in mathematics presents special constraints for instruction and learning. (MNS)

ED 299 147

SE 049 672

Bassarear, Tom

Attitudes and Beliefs about Learning, about Mathematics, and about Self Which Most Seriously Undermine Performance in Mathematics Courses.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Mathematics; Educational Research; Higher Education; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; Performance; Self Esteem; Sex Differences; *Student Attitudes; Student Motivation

The purpose of this study was to address issues related to the kind and degree of relationship between mathematical achievement and attitude toward mathematics. Data were gathered on a number of attitudes from 145 college students in a basic mathematics course. Attitudinal data were gathered by means of a six-page questionnaire, essay questions, and interviews with selected students. To assess students' mathematical ability, two diagnostic tests were administered; a test of the students' conceptual skills in mathematics and a test of manipulative mathematics skills. The findings from this study support the conclusion that, in general, attitudes are not significant predictors of performance in a mathematics course. However, the study produced evidence that one cause for these generally low correlations between attitude and performance may be that attitudes interact differently for different groups of students--for example, males and females, and students of different ability. Finally, the study proposed a new framework for investigating the influence of attitude on performance by looking at different types of students and how their attitudes might be undermining their ability to do well in mathematics courses. (PK)

ED 299 177

SO 019 295

Butts, R. Freeman

Historical Perspective on the Civic Role of the School in American Society: Changing Interrelationships of Schools, Communities, and Homes.

PUB DATE- 18 Apr 85
NOTE- 18p.; Paper presented at the Conference on the Civic Education of Youth (Irsee, West Germany, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; *Democratic Values; Educational History; Educational Objectives; Elementary Secondary Education; *Modernization; *Public Schools; *Role of Education; Social Change; Social Responsibility; *Sociocultural Patterns; United States History

To provide an understanding of the current controversial issues about civic education in U.S. schools, the historical interrelationships of schools, communities, and families and their bearings on civic education revolve around three basic themes in U.S. history. These themes are: (1) the cohesive value claims of a democratic political community; (2) the pluralistic value claims that have sought to preserve individual freedoms and respect the diversity of families and communities; and (3) the modernizing trends that characterize many Western societies. From 1620 to 1820, religion and work overshadowed the civic goal of republican citizenship as the prime purpose of education. In the century from the 1820s to the 1920s, the civic ideals of the United States were often submerged by the confrontation between modernization and pluralism. The 50 year span of the 1920s to the 1970s raised doubts about public education and gave a critical importance to a reassessment of the civic role of schools, communities, and homes in U.S. life. For education in the 1980s, the primary focus of civic study should be the preparation for citizenship in a pluralistic democracy and include ideas that promote cohesion, unity, pluralism, and individualism. The programs of civic education should not be decided only by special interest groups, such as government agencies, voluntarily organized groups, and religious groups but should include public leaders, scholars, and teachers. (DJC)

ED 299 240 SP 030 617

Kentucky Career Ladder Commission. Research Report on the 1986-87 Pilot Program.
Kentucky Career Ladder Commission.
PUB DATE- Jul 88
NOTE- 250p.; For related document, see SP 030 618.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Employment Opportunities; Incentives; *Program Effectiveness; *Promotion (Occupational); State Programs; *Teacher Evaluation; *Teacher Qualifications; Training Objectives
IDENTIFIERS- *Kentucky Career Ladder Project

This report contains a detailed description as well as data and analyses for the many facets of the Kentucky Career Ladder Pilot Project. The primary purpose of this research and development effort was to design and implement a teacher evaluation system that was valid and reliable and at the same time relatively easy to use. There are 11 chapters: (1) executive summary; (2) a historical perspective; (3) the development of an evaluation system; (4) the selection and preparation of participants; (5) the training and certification of administrators and observers to use the evaluation instruments; (6) extended employment program for teachers; (7) the data collection process; (8) the purpose and ten assertions; (9) special project on expected student achievement; (10) the Kentucky teacher inventory survey; and (11) revised teacher evaluation instruments used in the pilot project. (JD)

ED 299 257

SP 030 644

Cohen, David K.
Teaching Practice: Plus Ca Change... Issue Paper 88-3.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 76p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Discovery Learning; *Educational Change; Elementary Secondary Education; Institutional Characteristics; *Social Attitudes; *Teaching Methods; *Traditionalism

This essay addresses the question of why teaching seems to be resistant to change. It is argued that researchers' answers have suffered from defects both in how the question has been framed and where the answers are to be found. It is pointed out that, assuming that teaching can and should change, "barriers" to change have been sought, but most explanations on conservatism in teaching focus on external conditions such as finance, organizations, incentives, and the like. However, locating the fundamental barriers to change in instruction within teaching and learning, rather than outside of them, it is posited that teaching is a practice in which one human being tries to improve the ideas, capacities, emotional states, or organization of others. Efforts to make teaching more adventurous, spontaneous, and exciting run directly counter to the conservative tendencies in instructional practice, exemplified by the understanding of teaching as an attempt to "improve" the student. The nature of practice itself and its social constitution, perhaps, explain why so few teachers have embraced innovations. Even if restraining conditions were swept away, the nature of practice is such that most teachers and students would have great difficulty implementing instructional reforms that encourage sponaneous discovery learning. (JD)

ED 299 286 TM 012 046

Schuyler, Nancy B.; Turner, Belinda O.
Retention and Promotion: 1986-87 Final Technical Report. Publication No. 86.30. September 30, 1987.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- 30 Sep 87
NOTE- 261p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Failure; Dropouts; Elementary Secondary Education; *Grade Repetition; *Low Achievement; Research Reports; *School Holding Power; Student Placement; *Student Promotion; Underachievement
IDENTIFIERS- *Austin Independent School District TX; House Bill 72 (Texas 1984)

Retention and promotion were studied to determine which offers more help to low achievers. Under Texas House Bill 72, elementary promotion is tied to the essential elements, and secondary students must meet specified requirements. In the Austin (Texas) Independent School District (AISD) in 1986-87, 4,118 students repeated all or part of a grade. Major findings were: (1) over time, elementary retainees failed to show long-term improvements in achievement and showed lower achievement than did promoted low achievers; (2) the number of elementary students retained increased after the AISD adopted a new policy in 1981; (3) the number of secondary students retained increased by 46% between 1985-86 and 1986-87; and (4) summer school and programs aimed at low achievements helped a significant number of students (N=504) avoid repeating an entire grade. In the long run, retention has not helped most elementary students overcome their deficits in learning. It appears best to provide alternative instruction without retaining most low achievers. If retained, students also need special instruction. At the secondary level, minimizing the number of credit units repeated, providing intensive remediation in basic skills, and promoting students as soon as possible may decrease the likelihood of students dropping out. Appendices constituting the bulk of the document provide data on the retention program achievement analysis, descriptive statistics for the retention and promotion programs, and district-wide surveys and a literature review concerning the retention program. (SLD)

ED 299 300

TM 012 088

Bracey, Gerald W.; And Others
Cherry Creek Schools Student Achievement Testing, 1986-87.
Cherry Creek School District 5, Englewood, Colo.
PUB DATE- Sep 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Critical Thinking; Curriculum Evaluation; Elementary Secondary Education; Grade Equivalent Scores; Language Tests; Mathematics Tests; Reading Tests; Social Studies; *Standardized Tests; Study Skills; Vocabulary Skills; Writing Evaluation
IDENTIFIERS- *Cherry Creek School District CO; *Iowa Tests of Basic Skills
In order to assess the locally developed curricula, the Cherry Creek School District of Colorado developed several objective-referenced tests focused on objectives that instructional staff have identified as important for all district students. The local assessments are designed to work in conjunction with the Iowa Tests of Basic Skills (ITBSs) to provide a picture of district-wide achievement. This report provides and interprets results on these test instruments for the 1986-87 school year for selected elementary and secondary school students. Data are presented in terms of ITBS percentile ranks of average grade equivalents for grades 3, 5, 6, and 7; and percentile bands for grades 3, 5, and 7. Areas measured via the tests include writing, critical thinking, reading, study skills, vocabulary, work study, mathematics, social studies, and language skills. Twenty-three data tables and 18 graphs are presented. (TJH)

ED 299 329 UD 025 751

Tikunoff, William J.; Hallman, Clemens L.
A Language Development Services' Handbook: What Effective Schools Research Tells Us. Teacher Training Monograph No. 4.
Florida Univ., Gainesville. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 53p.; A product of the Teacher Training Project for Bilingual and English to Speakers of Other Language Teachers. For related document, see UD 025 752.
GRANT- G008402146
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Basic Skills; *Compensatory Education; Educational Environment; *Instructional Effectiveness; *Language Acquisition; Language Teachers; Limited English Speaking; *School Effectiveness; *Time on Task

This handbook reviews findings from the research literature on effective schools to ascertain their relevance to Language Arts instruction, and to guide school administrators in their efforts to improve instruction for limited English speaking (LEP) students. The following chapters are included: (1) Introduction; (2) Principal as Instructional Leader; (3) Emphasis on Basic Skills Acquisition; (4) Positive School Climate; (5) High Teacher and Administrator Efficacy; (6) Monitoring Students' Progress; (7) Applying Effective Schools Information to the Instruction of LEP Students; (8) Administering Supplemental Instructional Programs: The Pull-Out Problem. The findings show that effective language instruction requires efficient use of time, appropriate subject matter, clarity, flexibility, and appropriate assessment efforts. A list of references and an annotated bibliography are included. (VM)

ED 299 117

SE 049 634

The Role, Education, and Qualifications of the High School Physics Teacher. High School Physics--Views from AAPT.
American Association of Physics Teachers, Washington, D.C.
PUB DATE- 88
NOTE- 19p.
AVAILABLE FROM- American Association of Physics Teachers, 5112 Berwyn Road, College Park, MD 20740 (first 9 copies free, 10 or more $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; High Schools; *Inservice Teacher Education; Methods Courses; *Physics; *Preservice Teacher Education; Science Careers; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; Teacher Certification; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *American Association of Physics Teachers

The teacher is one of the most important variables for maintaining or developing excellence in education. According to many surveys many teachers of high school physics earned their degrees in other fields. This paper deals with preservice and inservice high school physics teacher education. Topics include: (1) what physics teachers are expected to do; (2) physics knowledge background (including physics courses in the undergraduate program and fifth year program); (3) professional skills (including pedagogy, management of a classroom and laboratory, and ways of guiding and motivating students); (4) suggestions for teachers with various backgrounds; (5) suggestions to physics departments in colleges and universities about course offerings; (6) certification; and (7) trends in teacher education. The appendix includes examples of certification requirements from Massachusetts and Wisconsin. (YP)

ED 299 163 SE 049 718

Goodman-Petrushka, Sharon
Integration Review Workbook. Exercises with Hints and Completed Solutions on Indefinite Integration, as Taught in Calculus.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Calculus; College Mathematics; *Drills (Practice); *Functions (Mathematics); Higher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; *Study; Trigonometry
This workbook was designed to be used as a study aid in any course covering the various techniques of indefinite integration. Many students are able to master each individual technique, but upon encountering an integral on an exam, they often have difficulties in determining which technique to use. By working through all of the exercices in this workbook, students will begin to overcome this problem. Each of the seven sections of this workbook contains a set of functions to integrate. Students should first attempt to work through each problem on their own. If uncertain how to begin the problem, they should refer to the hint and try again. Then they may look at the detailed solution to check their answers. (Author/PK)

ED 299 193

SO 019 330

Hodge, R. Lewis
Elementary Citizenship: A Study of Civic Values Via R. Freeman Butts' Decalogue.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Classroom Observation Techniques; Classroom Research; Content Analysis; Elementary Education; Grade 3; Health Education; Moral Values; Reading Materials; *Social Development; Social Studies; *Social Values; Teacher Student Relationship; Textbook Content; *Values Education
IDENTIFIERS- *Butts (R Freeman)
Recent concern about citizenship education has resulted in the examination of how civic values are presented in the classroom. Using the 10 civic values from R. Freeman Butts' "The Revival of Civic Learning," two third grade classrooms and their teachers are observed, and the textbooks for reading, social studies, and health are examined to determine how Butts' civic values are taught at this grade level. The 10 values are justice, freedom, equality, diversity, authority, privacy, due process, participation, personal obligation for the public good, and international human rights. From the classroom observations, the civic values of justice, freedom, equality, and authority occur through teacher-student interaction, and all the values except international human rights appear throughout the daily lessons. From the textbook examinations, all the values except privacy are presented through statements, photos, or actions, and these values occur more frequently in textbooks where the civic value played a larger role. For example, participation appeared eight times in the social studies' textbook compared to only once in the health textbook. While the civic values are spoken of or are practiced in the classrooms, they are not prevalent. The conclusion is that Butts' decalogue is not commonly understood or taught by teachers if these two third grade teachers and classrooms are representative of others. (DJC)

ED 299 208

SO 019 357

Jayasuriya, Laksiri
Immigration Policies and Ethnic Relations in Australia and Australian Multicultural Education in a Comparative Perspective. Occasional Papers, New Series No. 2.
University of Western Australia, Perth. Dept. of Social Work and Social Administration.
PUB DATE- Oct 87
NOTE- 66p.; Papers presented at the Canada 2000-Race Relations and Public Policy Conference (Ottawa, Canada, October 1987).
AVAILABLE FROM- University Bookshop, University of Western Australia, Needlands, Western Australia 6009 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Differences; Cultural Interrelationships; Ethnic Groups; Ethnic Origins; *Ethnic Relations; Foreign Countries; *Immigrants; Migration; *Multicultural Education; *Policy; *Social Integration
IDENTIFIERS- *Australia; *Immigration; Immigration Impact
This publication contains two papers that describe Australian immigration policies, ethnic relations, and multicultural educational practices. Australia contains people from over 100 countries who speak approximately 50 different languages. The first paper, "Immigration Policies and Ethnic Relations in Australia," presents a historical overview of Australian immigration policy, considers recent developments in settlement policy, and describes immigration and settlement in terms of British influences, early non-British settlement, and the meaning of Anglo-conformity. A section on post-1945 immigration reviews: (1) new intake policies and practices; (2) a changing demographic profile and social composition; and (3) the social and economic impact of new policies. Australia's recent development from an Anglo-society to one that is multicultural and in the process of uniting to form an Australian identity is described. The second paper, "Australian Multicultural Education in a Comparative Perspective," compares selected multicultural education classification systems in relation to the historical development and current status of Australia's national education policies and describes recent developments, future projections, and issues. Tables and references are included. (JHP)

ED 299 272

TM 011 877

Fitzgerald, Cyndy Thomas
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Aug 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Principals; Public School Teachers; Secondary Education; *Secondary School Teachers; State Standards; Teacher Certification; Teacher Distribution; *Teacher Qualifications
IDENTIFIERS- *Dade County Public Schools FL; *Out of Field Classes; Uncertified Teachers

Out-of-field classes, those taught by teachers not holding the relevant state-required or recommended certification, were studied in the Dade County (Florida) School District. Reasons why principals assign teachers to classes when the teachers lack the state required or recommended certification were studied via administration of the Course Data Survey. This study represents an effort to verify data from the Course Data Survey (in which procedural errors were detected and corrected between the fall of 1985 and February of 1997) and to improve the accuracy of the automated system currently used to identify out-of-field assignments at the secondary level--the Teacher Certification Report. The overall percentage of out-of-field classes was 10.8% (3,314 of 30,607 classes), with exceptional student education excluded. Out-of-field assignments were as likely in areas where the state certification is required, such as vocational classes, as they were in the areas where specific certification is only recommended. In Dade County, these assignments are higher than in other parts of Florida. At the junior high level, 13.9% of assignments are out-of-field; the percentage is lower in senior high schools. Fourteen tables show subject areas and provide comments about teacher assignment. Appendices contain instruments used to survey principals. (SLD)

ED 299 315

TM 012 220

Solomon, Henry; And Others
Student Achievement in the 1985-86 Promotional Policy Program. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jul 87
NOTE- 42p.; Prepared by the O.E.A. Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Board of Education Policy; Educational Assessment; Elementary Education; Extension Education; Grade 4; Grade 7; Limited English Speaking; Minimum Competency Testing; *Outcomes of Education; Reading Tests; *Remedial Programs; Remedial Reading; *Student Promotion
IDENTIFIERS- California Achievement Tests; Language Assessment Battery; New York City Board of Education; *Promotional Gates Program NY
In 1985-86, after five years of implementation, the New York City (New York) Public Schools transferred responsibility for the Promotional Policy Program to the community school district. This report provides information about the success of the remedial reading program under this new organization in terms of student outcomes. Promotional "gates" in grades 4 and 7 were devised in 1980, with a students' promotion dependent upon meeting the criterion for that grade on the city-wide reading test. Students who failed to meet the criterion set on the California Achievement Test in reading or (for eligible limited English proficient students) on the Language Assessment Battery were eligible for the program. A total of 13,734 fourth- and seventh-grade students was eligible. Of the 12,248 students with both pre- and post-test scores, 81.5% met the criterion for their grade in August of 1985, January of 1986, or April of 1986. However, average gains were less than those made by students who participated in previous years. Patterns of achievement by promotional category were different from those of prior years. Achievement of students in an extension program continues to be problematic; gains of eighth-grade extension students, particularly, do not match those of other program students. It is recommended that the central and district program administrators review the programs for adequacy of teacher preparation and curriculum materials. Thirteen data tables are included. (TJH)

ED 299 343 UD 026 392

The Innovative Education Project: Summary Description of Program Models.
National Council of La Raza, Washington, D.C.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Programs; Cooperative Programs; Demonstration Programs; *Dropout Programs; Dropouts; Educationally Disadvantaged; Educational Opportunities; Elementary School Students; Elementary Secondary Education; *High Risk Students; High School Students; *Hispanic Americans; Minority Group Teachers; Outcomes of Education; Parent Education; Program Descriptions; *Supplementary Education; Teacher Education
IDENTIFIERS- *Hispanic Students; *Hispanic Teachers

The National Council of La Raza has developed five innovative community based demonstration projects to improve the educational outcomes of Hispanics. Three of the projects are designed to address high risk students; the remaining two address the needs of parents and teachers. Each of these projects is designed to be implemented by Hispanic community-based organizations, in cooperation with parents, schools, the business community, and other local organizations. The role of the National Council of La Raza in the projects includes the following: (1) securing resources; (2) providing training and technical assistance; (3) monitoring and evaluating; and (4) facilitating information exchange. The five model projects are the following: (1) the Academia del Pueblo, addressing early academic failure and grade retention on the elementary level; (2) Project Success, designed to improve high school graduation and college entrance rates; (3) Project Second Chance, designed to assist dropouts in obtaining either a high school diploma, or a high school equivalency certificate; (4) Parents as Partners, designed to train and assist parents to help their children achieve academically; and (5) the Teacher Support Network, designed to provide Hispanic teachers, and other teachers working with Hispanic children, with the latest educational research, curriculum, and community support. Detailed descriptions of Project Success and the Teacher Support Network are included. (FMW)

ED 299 356 UD 026 410

Corcoran, Thomas B.; And Others
Working in Urban Schools.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-74-0
PUB DATE- 88
NOTE- 175p.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue N.W., #310, Washington, DC 20036 ($12.00, 1-9 copies; $10.50, 10-24 copies; $9.00, over 24 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Facilities Improvement; Elementary Schools; Elementary School Teachers; Middle Schools; *Public School Teachers; School Organization; Secondary Schools; Secondary School Teachers; Surveys; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale; Teacher Shortage; Teacher Student Relationship; *Teaching Conditions; Urban Education; *Urban Schools; *Urban Teaching

This document on the working conditions of urban teachers reports data from a survey of 31 elementary, middle, and secondary schools in five urban school districts. More than 400 interviews were conducted with teachers, school administrators, central office personnel, district officials, board members, and union officials. The observations, interviews, and analyses confirm that, in most of these schools, the working conditions of teachers are bleak and would not be tolerated in other professions. Among the findings are the following: (1) physical conditions are sub-standard because of a lack of maintenance, repair, and space; (2) safety is not a serious problem to teachers, except in very depressed neighborhoods; (3) teachers do not have even the basic resources needed, let alone access to new technologies; (4) teachers consider hiring more personnel to address the personal problems of students a higher priority than hiring more teachers to reduce class size; (5) teachers generally understand the cultural gulf between them and their students but are unable to deal with what they consider aberrant student behavior; (6) teachers perceive that they are losing control over what they teach, primarily because of district-wide testing policies although they are in control of how they teach; and (7) teachers have little confidence in supervision, staff development, or central office leadership. Characteristics of good working conditions are identified. Tables illustrate the data. Appendices compare these findings with those of other studies, provide a list of about 100 references, describe the methodology, and compare school effects. (BJV)

ED 299 370

UD 026 430

Ruiz, Francisco H.; And Others
Report on the Greater Kansas City Hispanic Needs Assessment, 1988.
Greater Kansas City Community Foundation, Kansas City, MO.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 18 Aug 88
NOTE- 286p.; Also sponsored by the Hispanic Development Fund.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Leaders; Community Satisfaction; *Community Services; Community Surveys; Demography; *Economic Development; *Educational Needs; Ethnic Groups; Health Needs; *Hispanic Americans; Individual Needs; Mexican Americans; Multilingual Materials; *Needs Assessment; Political Power; Questionnaires; Urban Problems; Youth Problems
IDENTIFIERS- *Kansas (Kansas City); *Missouri (Kansas City)
The Greater Kansas City Community Foundation conducted a formal, comprehensive needs assessment designed to address what the Hispanic community sees as its important needs. Data were gathered by surveying 100 residents of Hispanic neighborhoods, 53 Hispanic and non-Hispanic community leaders city-wide, and 28 heads of agencies located in the Hispanic areas. Three separate but interrelated survey instruments were used. The resident survey questionnaire was available in Spanish, and many interviewers were bilingual. Information from the surveys was computer tabulated. Findings and recommendations for improvement are organized into the following broad areas: (1) Hispanics in Kansas City: Demographics and Perspectives; (2) Human Service Needs and Gaps; (3) Mainstream Institutions: Responsiveness and Services; (4) Public Education and Information/Mutual Understanding; (5) Hispanic Community Education and Information; and (6) Empowerment. Statistical data are displayed in 55 figures. The appendix makes up more than half the document and includes the following: (1) 1980 references. The appendix includes the following: (1) 1980 Census Tract Map; (2) Wyandotte County Neighborhood Maps; (3) Kansas City Missouri Neighborhoods Map; (4) Master Questionnaire Tabulations; (5) Resident Survey results; (6) Leader Survey results; (7) Agency Survey results; (8) a copy of the Resident Questionnaire in Spanish. (FMW)

ED 299 074 RC 016 721

Wheelock, Gerald C.; Zekeri, Andrew A.
Evaluation of Curriculum Competencies and Skills by Land-Grant University Alumni.
PUB DATE- 4 Feb 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; *Agricultural Skills; Alumni; Curriculum Evaluation; *Education Work Relationship; Graduate Surveys; Higher Education; *Job Skills; *Land Grant Universities; *Relevance (Education)
IDENTIFIERS- Alabama A and M University; Auburn University AL; Tennessee State University; Tuskegee Institute AL; University of Tennessee

Former agricultural students from five Southern land-grant universities evaluated the relevance of curriculum competencies and skills to their careers. Using a 4-point scale, 291 respondents from 1862 institutions and 105 respondents from 1890 institutions rated 15 action competencies and 23 agricultural competencies. On action competencies, respondents rated oral communication skills as most needed and computer and statistical skills as least needed. Compared to the 1862 alumni, 1890 alumni gave higher ratings to all skills, and gave significantly higher ratings to written communications, project evaluation, public speaking, cost management, computer use, and basic statistical techniques. This may reflect a feeling by 1890 alumni that their precollege training in action competencies was insufficient, or it may reflect precollege expectations by 1862 alumni of more specialized curricula with less emphasis on basic action competencies. Among agricultural competencies, respondents rated knowledge and use of agricultural chemicals as most needed and awareness of the world food problem as lest needed. However, the highest need score for agricultural competencies was lower than the lowest need score for action competencies. Three animal science skills were the highest rated items for 1890 alumni and among the lowest-rated items for the 1862 alumni. The 1890 alumni also tended to give higher scores to broad general competencies such as awareness of the world food problem. These results may arise from the college major of the respondents and the presence of many foreign students among 1890 alumni. The report includes eight statistical tables and four references. (SV)

ED 299 088 RC 016 763

Moore, Kim
Funding Rural Health Care.
PUB DATE- 5 Nov 87
NOTE- 7p.; Paper presented at the Annual Working with Families Conference (7th, Manhattan, KS, November 3-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Grants; *Grantsmanship; Health Programs; Health Services; *Private Financial Support; *Program Proposals; *Proposal Writing; *Rural Development

This paper provides first-time grant writers with suggestions on how to approach a private funding source. While intended for rural health care advocates, the remarks are equally applicable for educators and others. The rural crisis has produced many heart-rending stories about medically indigent people, but there is a lack of reliable statistics on these people. Faced with a wide range of concerns, grantmakers want to see hard data on the location and nature of the problem in order to judge the validity of the proposed solution. Presentation of an objective case is part of a cooperative attitude which views agency and foundation as partners. Such an attitude is essential for successful grant-writing. Indexes of foundations, grants, and services are available from the Foundation Center; many public libraries carry these. Foundation procedures vary; many have a two step process of a preliminary letter and the full grant application. The project's short- and long-term goals should be stated in a concrete and realistic manner in a preliminary letter. Shortcomings frequently found in rural health care applications include: (1) a lack of community involvement and support; (2) failure to have other funding possibilities; (3) proposal to establish a permanent social service agency (rather than a model demonstration project); (4) assumption of a one-on-one delivery system, making costs prohibitive; and (5) failure to consider networking arrangements to lower costs. (SV)

ED 299 223

SP 030 341

Skipper, Charles E.
Gender Differences in Preservice Teachers' Preference for College Learning Activities.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Course Organization; Higher Education; *Learning Activities; Preservice Teacher Education; *Sex Differences; *Student Attitudes; Teacher Education Programs; Teacher Student Relationship; *Teaching Methods
This research sought to determine if male and female preservice teachers differ in their preference for college level course learning activities and teaching methods. A cross sectional method of data collection was used with a total sample of 549 students, 113 males and 436 females. Females expressed a significantly higher preference than males for variables related to instructor and course organization. They also expressed higher preference for variables related to student-instructor rapport. Females preferred viewing films, asking questions, and holding review sessions. Males expressed a higher preference for giving oral reports and independent learning. Females held lower preference than males for true-false exam questions, but higher preference for workbooks and grading on the curve. The significance of these findings for teacher education programs is discussed. (JD)

ED 299 103

SE 049 469

Placek, Walter A., Jr.
A Study of Preconceived Knowledge of Mechanical Concepts among Elementary and Secondary Gifted Learners.
PUB DATE- 85
NOTE- 320p.; Ph.D. Dissertation, University of Pennsylvania. Contains small type which may not reproduce well. This is the best available copy.
AVAILABLE FROM- University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Cognitive Structures; Doctoral Dissertations; *Elementary School Science; *Formal Operations; Grade 4; Grade 11; Intellectual Development; Intermediate Grades; *Mechanics (Physics); *Misconceptions; Physics; Science Education; Scientific Concepts; Secondary Education; *Secondary School Science
IDENTIFIERS- Aristotle; Newton (Isaac); *Newtonian Mechanics
Many current studies have discovered that students tend to use either an Aristotelian or the Medieval impetus model rather than the Newtonian view in order to explain their experience. This preconceived knowledge may be important for students in learning mechanics. The purpose of this study was to identify and confirm the existence of a non-Newtonian view of certain mechanical concepts among fourth-grade and eleventh-grade students and to test the relationships between preconceived knowledge and giftedness. The gifted students were classified by their IQ scores (130 or above). Results showed that the findings were generally consistent with other studies indicating that students use more of an Aristotelian-Impetus model than a Newtonian view. There was no difference between gifted and non-gifted samples either at the fourth or eleventh grade in the preconceived knowledge test. This result suggests that students from samples of diverse intellectual development possess similar preconceived views about motion. Appendices include a Piagetian Formal Reasoning Test, Preconceived Knowledge Test, bibliography and an index. (YP)

ED 299 133

SE 049 657

Resnick, Lauren B.
Treating Mathematics as an Ill-Structured Discipline.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Feb 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Problem Solving; *Social Influences
IDENTIFIERS- Mathematics Education Research; *Meaningful Instruction
Mathematics is generally regarded as a well-structured discipline by educators and cognitive scientists. This leads to the analysis of the suggestion that practitioners begin investigating possibilities for teaching mathematics as if it were an ill-structured discipline, with more than one interpretation for mathematical statements. The paper is organized into three main headings: "The Nature of Meaning Construction for Mathematical Language"; "Socializing Mathematics Learning"; and "Collaborative Problem Solving," with research findings incorporated in the discussion of each topic. Issues for further investigation are then identified, including: (1) natural language and mathematical language; (2) social engineering; (3) integrating strategy and content in problem solving; (4) contextualizing problem solving; (5) scaffolding supports for problem solving; and (6) socializing problem solving. (MNS)

ED 299 178

SO 019 296

Regnery, Alfred S.
Current Problems Encountered by American Youth: Delinquency, Crime, School Violence, School Discipline, and Related Matters.
PUB DATE- 15 Apr 85
NOTE- 12p.; Paper presented at the Conference on the Development of Civic Competence and Civic Responsibility (Irsee, West Germany, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Crime; *Delinquency; *Discipline Problems; Elementary Secondary Education; Juvenile Courts; *Schools; Student Problems; *Violence; *Youth Problems
IDENTIFIERS- West Germany
This paper presents a broad overview of information about delinquency, crime, and school discipline and violence in relation to U.S. youths. Part 1 compares U.S. and West Germany's crime rates for 1980-1985, while part 2 focuses on U.S. juvenile crime facts and on the contribution of the increasing number of U.S. family breakdowns to juvenile crime problems. Part 3 describes young people as the most vulnerable victims of pornography, abuse, sexual molestation, and other crimes. Part 4 states that, while schools are particularly vulnerable to crime and lack of discipline, most crime-related school incidents are committed by a small percentage of students or by offenders who are not currently enrolled students. Part 5 identifies the U.S. juvenile justice court system's role. (JHP)

ED 299 241

SP 030 618

Kentucky Career Ladder Commission. Summary Report on the 1986-87 Pilot Program.
Kentucky Career Ladder Commission.
PUB DATE- Nov 87
NOTE- 24p.; For related document, see SP 030 617.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *Educational Legislation; Elementary Secondary Education; *Incentives; *Program Development; Promotion (Occupational); *Teacher Evaluation
IDENTIFIERS- *Kentucky Career Ladder Project
The stated purposes of the Kentucky Career Ladder Project were to: (1) test the feasibility of operating the proposed statewide system to recognize and reward high quality teachers; and (2) provide reliable Kentucky-based information for making sound decisions concerning the future operations of a teacher career incentive progam. This summary report on the 1986-87 pilot program is organized in three sections. Part one presents an historical perspective of the program. The career ladder legislation is discussed and a detailed description is given of the work of the Career Ladder Commission. In part two a summary of findings on the results of the one-year pilot project is outlined. Part three presents four recommendations based on the findings of the commission. (JD)

ED 299 301

TM 012 091

Griswold, Philip
How'd We Do? Parkrose Student Achievement, 1987.
Parkrose Public Schools, Portland, Ore.
PUB DATE- Aug 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; College Freshmen; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; Grades (Scholastic); High School Graduates; Mathematics Tests; Public Schools; Reading Tests; *Standardized Tests; Truancy; Writing Evaluation
IDENTIFIERS- *Parkrose School District OR
Goal-referenced tests and standardized achievement tests were used to assess the basic skill levels for reading, writing, and mathematics of students attending Parkrose Public Schools of Portland (Oregon) during the 1983-84/1985-86 period. Focus is on estimating the instructional program's success, providing a resource for planning and implementing new programs, and communicating results of achievement to the community. Data are provided for Prescott, Russell, Sacramento, Shaver, and Sumner Elementary Schools; and middle and high schools in the district. The goal-referenced tests assess achievement in grades 3 and 5 in reading. For writing, the assessment covers grades 4, 7, and 11. Mathematics achievement is assessed for grades 3 and 6. Standardized achievement tests survey broad curriculum content for mathematics and readings for grades 3 through 9. Data are also are provided for high school graduates' college grades and on truancy. Sixty-nine bar graphs present the data. (TJH)

ED 299 118

SE 049 635

Embry, Lynn
Scientific Encounters of the Insect World. Reading Activities That Explore Nature's Fascinating Insects. A Good Apple Science Activity Book for Grades 4-7.
REPORT NO.- ISBN-0-86653-424-5
PUB DATE- 88
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL (GA1039, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Basic Skills; Elementary Education; *Elementary School Science; *Instructional Materials; Intermediate Grades; Middle Schools; *Reading Skills; Science Education; Workbooks
IDENTIFIERS- *Insects
Insects comprise the largest group of animals in the world and newly discovered ones are being added to the list every year. The habits of even the most common insects are interesting to observe. This book introduces insects that many children will be able to observe in their environments. Interesting information is presented to help children learn about each species. A reading skills sheet accompanies each selection with attention to comprehension, vocabulary, and dictionary skills. An activity page is included with each selection which may be used for fun or to provide for individual differences within the classroom. Topics include: insect anatomy; ant lions; bumblebees; cicada killers; click beetles; dragonflies; crickets; froghoppers; honey ants; hover flies; oil beetles; moths; butterflies; termites; larvae; tiger beetles; walking sticks; and whirligigs. An answer key to activities is provided. (CW)

ED 299 148

SE 049 673

Huitzing, D. A., Ed.
Environmental Education through Local Groups. Proceedings of the Annual Conference of the North West Europe Committee (NWEC) Commission on Education (Heeze, The Netherlands, May 13-15, 1985).
Netherlands Ministry of Agriculture and Fisheries, The Hauge.
PUB DATE- 15 Feb 88
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Attitudes; *Community Support; Conservation (Environment); Conservation Education; *Environmental Education; *Local Issues; Natural Resources; Organizational Development; Postsecondary Education; *Science and Society; Science Education
IDENTIFIERS- *International Union for Conservation of Nature
The efforts of national organizations, whether governmental or voluntary, to promote conservation and to develop public awareness and sympathy will be successful only in proportion to the extent that people identify these efforts with their own quality of life. This report focuses on the main theme of the conference held in May, 1985, by the North West Europe Committee of the Commission on Education of the International Union for the Conservation of Nature and Natural Resources (IUCN). Chapters include: (1) "Introduction"; (2) "Preparation of the Conference"; (3) "Presentation of Keynote Papers and Discussion"; (4) "Introduction to the Organization of Voluntary Groups"; (5) "Summary of the Final Discussions on the Ideas, Materials and Methods Presented during the Conference"; and (6) "Retrospection and Proposals for Further Action." Appendices include 12 papers that were presented at the conference, discussions following the presentations of papers, reports from work groups, and a list of the participants. (CW)

ED 299 164

SE 049 723

Reducing Bureaucratic Accretion in Government and University Procedures for Sponsored Research. New Approaches in Process and Additional Areas for Attention. Proceedings of a Hearing, June 5, 1985. Summary.
National Academy of Sciences, Washington, DC.
Government-University-Industry Research Roundtable.
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrative Organization; *Bureaucracy; *College Science; Doctoral Dissertations; *Governmental Structure; Government Role; *Government School Relationship; Higher Education; *Research Needs; Research Opportunities; Research Universities
IDENTIFIERS- *Science Education Research

On June 5, 1985, the Government-University-Industry Research Roundtable conducted a hearing designed to be the first step in what will be a continuing process by the Research Roundtable of seeking ways to improve the efficiency and effectiveness of the sponsored research system. The goal of the hearing was to identify ways to simplify the system generally and to remove unnecessary administrative, management, and financial procedures within government and university. This document is a summary statement of the major issues raised during the hearing. It begins with a brief discussion of the nature of the problem of bureaucratic accretion and then moves on to a description of the solutions to these problems that were proposed during the hearing. Hearing participants recognized the difficulty in bringing about change in the sponsored research system, and the next section summarizes their concerns. The final sections of the summary statement identify topics that deserve additional attention beyond that given to them on June 5, and describe developments in reducing bureaucratic accretion since the hearing. (Author/CW)

ED 299 194 SO 019 336

Ethington, Corinna A.
Gender Differences in Mathematics: An International Perspective.
PUB DATE- 9 Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Females; Foreign Countries; Global Approach; Grade 7; Grade 8; Junior High Schools; Males; *Mathematics; Mathematics Achievement; Mathematics Skills; *Sex Differences
IDENTIFIERS- Belgium; British Columbia; France; Japan; New Zealand; Ontario; *Second International Mathematics Study; Thailand
The purpose of this study was to investigate whether gender accounts for student differences in performance and achievement in mathematics. Data for the study were drawn from the Second International Mathematics Study (SIMS) of seventh and eighth grade students from Japan, Belgium, Canada (British Columbia and Ontario), France, the United States, New Zealand, and Thailand. Students were tested on the same mathematical items and problems. Results indicated no substantial gender effects or differences in any of the mathematics content areas, problem types, or national origins. Other studies suggested that curricula, pedagogies, or cultural factors may interact with gender differences in impacting quantitative performance. Tables and 21 references are included. (JHP)

ED 299 209

SO 019 358

Life Insurance Basics: A Self-Help Workbook for Consumers.
Saskatchewan Consumer and Commercial Affairs, Regina.
PUB DATE- 88
NOTE- 49p.; Contains boxed sections in color.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consumer Education; Consumer Protection; Foreign Countries; *Programed Instruction; Programed Instructional Materials; Purchasing; Study Guides
IDENTIFIERS- *Canada; *Life Insurance

This booklet provides consumers with an overview of information about life insurance. Chapter 1, "Why Life Insurance?" outlines the primary purposes of life insurance coverage and presents basic facts about the Canadian life insurance industry. Chapter 2, "Do I Need Life Insurance?" discusses life insurance coverage at specific age levels and provides worksheets for help in assessing life insurance needs. Chapter 3, "Understanding Life Insurance," outlines information about basic principles and types of policies and describes how to read a policy, choose a beneficiary, and change policies, while chapter 4, "Shopping for Life Insurance," considers choosing an agent and a life insurance company and provides methods to use when comparing costs. Chapter 5, "Where To Take a Life Insurance Complaint," offers specific complaint procedure information, and chapter 6, "Understanding the Language of Life Insurance," provides a glossary of terminology. Drawings and charts are included. (JHP)

ED 299 258

SP 030 647

New Mexico School Health Manual for Elementary and Secondary Schools 1986.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 86
NOTE- 264p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicable Diseases; Disease Control; Elementary Secondary Education; Immunization Programs; *Physical Health; *Program Development; *Public Health; *School Health Services; School Nurses; Screening Tests; *State Standards
IDENTIFIERS- *New Mexico

This manual for the school health programs in New Mexico contains a composite of procedures used in school health services, healthful school environment maintenance, and health science instruction. These procedures are used by physicians, dentists, nurses, teachers, etc. to appraise, protect, and promote optimum health of students and school personnel. It is also designed to improve the school environment which combines physical, social, and emotional factors of the school setting that affect the health, comfort and performance of an individual or group. Comprehensive descriptions and discussions cover: (1) the functions and operations of the New Mexico health program; (2) the major responsibilities in the school health program; (3) school health services; and (4) health screening protocols. The appendices are comprised of: (1) health manuals; (2) school health job descriptions; (3) contact persons; and (4) sample forms used in the health program. (JD)

ED 299 273 TM 011 879

Weil, Kathryn; Frostman, Patricia
Evaluation of Goal 1.4, 1986-87.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Oct 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Basic Skills; Educational Improvement; *Educational Objectives; Elementary Education; *Elementary School Students; Grade 5; Grade 8; Language Tests; *Literacy; Reading Comprehension; Reading Tests; *Standardized Tests; Vocabulary Skills
IDENTIFIERS- *Albuquerque Public Schools NM; *Comprehensive Tests of Basic Skills; Gain Scores
The aim of Goal 1.4, an objective of the Albuquerque (New Mexico) Public Schools for 1986-87, is to make literacy a major focus for students identified as needing special assistance. It was planned to increase the scores on standardized tests for identified students. Those scoring below the 32nd percentile (40th NCE) on the reading vocabulary, reading comprehension, language mechanics, or language expression areas of the Comprehensive Tests of Basic Skills in grades 5 and 8 became the focus of skills reinforcement instruction. A total of 1,360 students in grade 8 and 1,519 in grade 5 were identified in the fall of 1986. Gains by spring of 1987 for these students were computed and displayed in four tables. The average gains ranged from 5.2 to 11.6. That the average gain exceeded the target of Goal 1.4 and was statistically significant can be attributed to teachers targeting those students with lower scores and providing instruction in deficit areas. (SLD)

ED 299 287

TM 012 049

Sevigny, Karen E.
Thirteen Years after Preschool--Is There a Difference?
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Nov 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Elementary Secondary Education; *Followup Studies; Longitudinal Studies; Mathematics Achievement; *Outcomes of Education; Preschool Children; *Preschool Education; Preschool Evaluation; *Program Evaluation; Reading Achievement
IDENTIFIERS- Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1

Selected long-range effects of a preschool program were studied. Students who participated in an Education Consolidation and Improvement Act Chapter 1 preschool program in 1973-74 (n=28) were compared with an equal number not in the preschool program, and both groups were followed for the 13 years through grade 12. The preschool group achieved at a higher level than did controls and out-performed them on standardized reading tests from grades 3 through 11. The preschool group had higher grade point averages and exhibited better school behavior than did the control group. Differences in mathematics were not as pronounced, but the preschool group scored at a higher level in grades 4 through 8. The non-preschool group had more violations of the school district code of conduct and required more compensatory education services for underachieving students. Only 14% of the non-preschool group graduated, whereas 54% of the preschool group graduated. The preschool program made a significant difference in the academic success of these students. Twenty-five tables present student achievement data. An appendix charts rates of gain by both groups. (SLD)

ED 299 330

UD 025 752

Cummins, Jim

Empowering Minority Students, July 1987. Teacher Training Monograph Number 5. Teacher Training Project for Bilingual & English to Speakers of Other Languages Teachers.

Florida Univ., Gainesville. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 88p.; For related document, see UD 025 751.
GRANT- G008402146
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Academic Failure; *Bilingual Education; Bilingual Students; *Educational Change; Language Acquisition; *Language Proficiency; Limited English Speaking; *Minority Group Children; Racial Bias; *Teacher Education; *Teaching Methods

The observations of educators and educational research have shown that academic outcomes for minority groups exposed to the same educational programs are different. The phenomenon does not seem to be due to superior intelligence, social class, or length of time in the country. Documented since the mid-1960s, this should be taken into account when developing policies and programs for minority students. Bilingual education is one educational strategy which attempts to do this, but many educators do not understand theories of language learning and linguistics and how they relate to academic failure. This book attempts to give educators the skills they need to provide appropriate guidance to minority students with problems in language proficiency. The following chapters are included: (1) Introduction; (2) Historical and Political Context; (3) The Two Faces of Language Proficiency; (4) Double-Talk and Double-Think: Bilingualism and Children's Development in School; (5) Towards Anti-Racist Education: Empowering Minority Students; (6) Implementing Change: Challenging the Disabling Structure; (7) Disinformation in the Information Age: The Academic Critics of Bilingual Education; and (8) "Against American Concepts": Patriotism and the Subversive Power of Bilingual Education. A list of 150 references is included. (VM)

ED 299 371 UD 026 431

Peters, Heather A.
A Study of Southeast Asian Youth in Philadelphia: A Final Report.
Institute for the Study of Human Issues, Philadelphia, PA.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jan 88
NOTE- 121p.
CONTRACT- SSA-RFP-86-0198
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Asian Americans; Cambodians; Cultural Differences; Demography; *Educational Attitudes; Educational Objectives; Elementary Secondary Education; Ethnicity; Higher Education; High Risk Students; Juvenile Gangs; Laotians; Limited English Speaking; Refugees; Residential Patterns; Sex Differences; *Social Attitudes; *Student Attitudes; *Urban Youth; Vietnamese People; *Work Attitudes; Youth Problems
IDENTIFIERS- Pennsylvania (Philadelphia); *Southeast Asians

This report describes and analyzes the current employment and educational pursuits of Southeast Asian (SEA) youth in the Philadelphia, Pennsylvania, community. The report provides information on the following: (1) demography, residential patterns, and composition of the Philadelphia SEA Refugee Community; (2) role of ethnic identity among the SEA youth in the Philadelphia community; (3) attitudes of SEA youth towards education; (4) aspirations and expectations of SEA youth; and (5) SEA problem youth. Information is given separately for Hmong, Vietnamese, Sino-Vietnamese, Cambodian, and Lao youth. Among the conclusions are the following: (1) the general attitude of SEA youth towards education is positive; (2) significant problems exist within the school system that currently inhibit the ability of SEA students to attain, at the least, a high school education; (3) the youth express a wide range of expectations and aspirations for the future; (4) according to the youth, the major obstacles to pursuing their goals are insufficient command of English, and insufficient funds to obtain the training and education they need; and (4) there is a growing community of young SEA males who are disillusioned with life in America and who engage in anti-social behavior. A brief list of references is included. (BJV)

ED 299 089 RC 016 764

Williams, Phil
"Georgia Sunrise": Producing Agricultural Research Stories for Television News.
PUB DATE- 2 Feb 88
NOTE- 12p.; Speech given before the Southern Association of Agricultural Scientists Meeting (85th, New Orleans, LA, January 31-February 3, 1988). Presentation included audiovisual demonstrations.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Colleges; *Educational Media; *Experiment Stations; Higher Education; Information Dissemination; *News Reporting; News Writing; *Production Techniques; *Programing (Broadcast); *Public Television; Research Projects; Rural Education; Scientific Research
IDENTIFIERS- *University of Georgia
This paper describes how the University of Georgia's office for experiment stations began producing agricultural research shows for public television. Prior to its venture into television, the office had produced, for inclusion in the extension service's news packet, two or three science stories per week on what researchers were doing and hoped to find. In the course of writing these stories, the office staff became generalists in the agricultural sciences and established contacts throughout Georgia's widespread system of agricultural experiment stations. The staff checked all stories back with the researchers before distribution, and gradually developed a reputation as serious professionals. This background made the transition to television relatively easy. The staff returned to their print stories and prior contacts, and changed the stories into television segments. The office's approach assumed that the public television audience was interested in science news, especially in so relevant a field as agriculture. The mechanics of television production included: (1) taking the show into the laboratory or research site; (2) keeping plans minimal; (3) shooting about five times as much tape as needed; (4) assembling the final tape by intercutting the interview with field or laboratory pictures; and (5) writing a concise script. (SV)

ED 299 224

SP 030 421

Haggstrom, Gus W.; And Others
Assessing Teacher Supply and Demand.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0887-0; R-3633-ED/CSTP
PUB DATE- May 88
NOTE- 106p.
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Employment Patterns; Faculty Mobility; *Needs Assessment; *Policy Formation; Teacher Qualifications; Teacher Shortage; *Teacher Supply and Demand; Teaching Conditions

This report describes and justifies a data-collection system for assessing teacher supply and demand in United States elementary and secondary schools. The resulting data-collection effort consists of linked surveys of school districts, schools, principals, and teachers designed to support analyses of teacher supply and demand using dimensions such as qualifications, assignments, and working conditions; and school conditions, policies, and staffing practices. The main objectives of the study are to lay the groundwork for prescribing data requirements and data-collection procedures for the Schools and Staffing Surveys database administered by the Center for Education Statistics. The purpose is to gather information that will enable educators and researchers to assess the current status of teachers on numerous dimensions, and to provide data that will support analyses of flows into, out of, and within the teacher workforce. (JD)

ED 299 242

SP 030 622

Kleinsasser, Audrey M.

Language Arts Roll Call: 24 Students Present...23 Are Seventh Graders.

PUB DATE- 8 Oct 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Field Experience Programs; Higher Education; Language Arts; Preservice Teacher Education; Secondary Education; *Student Teaching; *Teacher Interns; *Teacher Role; *Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Extended Degree Programs

This study explores the contradictory two-fold role of the student teacher who is both a student and a teacher. Student or intern teaching is seen as a formalized transition from the role of student to that of teacher and, as such, a transitional period characterized by ambivalent feelings, insecurity, and contradictions. Participants in the study were eight secondary language arts student interns completing a 14-week teaching internship which is the final requirement of a 5-year teacher education program. Collected data included structured and unstructured interviews, twice-weekly journal accounts, classroom observations, and a preliminary questionnaire surveying demographic data and teaching beliefs/ideals. Three common themes were explored: (1) the task of becoming a real teacher; (2) interpersonal relationships; and (3) curriculum and instruction--planning driven by time. Results indicated: (1) while the intern-teacher is put in charge of a classroom, the final accountability rests with the cooperating teacher; (2) the intern is neither a full-fledged student nor a full-fledged teacher--an uneasy dichotomy for some; (3) the intern does not have a sense of "ownership" of the class; and (4) the intern evaluates students while in turn being evaluated by supervisors. The problems inherent in this situation are discussed. Twenty-four references are included. (JD)

ED 299 316 TM 012 222

Chelimsky, Eleanor
Production and Quality of Education Information. Testimony before the Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/T-PEMD-88-4
PUB DATE- 20 Apr 88
NOTE- 17p.; For a related document, see ED 291 807.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Educational Finance; *Educational Research; *Federal Aid; *Information Needs; Information Transfer; *Program Evaluation; Research Needs; Trend Analysis
IDENTIFIERS- Common Core of Data Program; *Educational Information; Fast Response Survey System; National Assessment of Educational Progress

The results, and their implications, of research described in the report "Education Information: Changes in Funds and Priorities Have Affected Production and Quality" are discussed. Prepared by the General Accounting Office (GAO), the above research report covered selected years between 1973 and 1986. High-quality information on education is essential to the tasks of overseeing the use of federal resources, assessing the nation's progress, and identifying areas for improvement. In the last decade, federally sponsored research and statistical and evaluative information have declined dramatically. As less information was produced, there was also a shift from new data production to service-oriented activities. Three statistical series were evaluated: (1) the National Assessment of Educational Progress (NAEP); (2) the Common Core of Data (CCD); and (3) the Fast Response Survey System (FRSS). The NAEP was rated high for relevance, timeliness, adequacy, and impact. The CCD was not rated highly, and the FRSS received mixed reviews. The overall picture is one of many reasons for concern about the production and quality of educational information, due mainly to the following interacting factors: (1) declines in funding; (2) the role of congressional mandates; and (3) changes in leadership and priorities. It is noted that the Department of Education does not share this pessimistic assessment made by the GAO. (SLD)

ED 299 344 UD 026 393

Ducey, Sara Bachman; And Others
Poor Infants, Poor Chances: A Longitudinal Study of Progress toward Reducing Low Birth Weight and Infant Mortality in the United States and Its Largest Cities, 1979-1984.
Food Research and Action Center, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 87
NOTE- 325p.
AVAILABLE FROM- Food Research and Action Center, 1319 F St., N.W., Suite 500, Washington, DC 20004 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Birth Weight; Blacks; Demography; Ethnic Groups; Geographic Distribution; High Risk Persons; Incidence; *Infant Mortality; Influences; Longitudinal Studies; *Minority Groups; Neonates; *Poverty; Probability; Racial Distribution; Social Distribution; *Socioeconomic Influences; State Surveys; *Urban Areas; Urban Problems; Whites
IDENTIFIERS- *United States

This study examined low birth weight and infant mortality in the 50 states and the 54 largest American cities between 1979 and 1984. Its findings confirm that progress in reducing low birth weight and infant mortality has slowed, and in some cases the progress has actually reversed. Some states and many cities had higher rates of low birth weight and infant mortality in 1984 than in 1979. The disparity in low birth weight and infant mortality rates between nonwhites and whites is great, and from 1979 to 1984 this gap increased in most of the largest cities and in many of the states. While race can be used as an indicator of low birth weight and infant mortality, the causes are more likely the result of socioeconomic factors. Although many factors contribute to problems of low birth weight and infant death, poverty is the common element in all cases. The lack of money to purchase food, to receive proper medical care, to stay in school, and to afford adequate housing can act alone or together to harm the growth of the fetus in the womb and the growth and development of the infant during its first year. Further progress toward solving the problems of low birth weight and infant mortality must come from efforts to alleviate poverty and its harmful influence on infant health. Statistical data in tables and graphs are presented for each city and each state studied. Comparative analyses and trend analyses are presented in 43 tables and 4 maps. The appendices include a directory of sources for state vital statistics, and a list of 25 references. (FMW)

ED 299 075 RC 016 735

Migrant and Seasonal Agricultural Areas. Methodology for Designating High Impact.
HCR, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
PUB DATE- 28 Jun 85
NOTE- 179p.
CONTRACT- 240-83-0087
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Data Interpretation; *Employment Patterns; *Employment Projections; *Farm Labor; Federal Programs; *Geographic Distribution; Harvesting; Labor Needs; Migrant Employment; Migrant Health Services; *Migrant Workers; Models; Seasonal Employment; *Seasonal Laborers
IDENTIFIERS- Florida; Maryland; Ohio

This report describes a method to estimate the number of migrant and seasonal farmworkers present in a prescribed area during crop harvest, and to pinpoint areas of high need for health and social services. The collection of health clinic and federal program data on migrant and seasonal farmworkers in Florida, northwestern Ohio, and Maryland's eastern shore demonstrated that the only available information of known quality and precision on which to base estimates is the Census of Agriculture, supplemented by special survey data. Accordingly, the suggested model utilizes crop acreage data, harvest season length, person hours needed to harvest a particular crop, and person hours worked per day, plus demographic information based on special surveys, migrant clinic data, Employment and Training Administration data, and Migrant Student Record Transfer System data. This model is simple and precise, makes use of data already available, can produce small area estimates, and is not affected by workers' immigration status. The model does not primarily produce demographic information, and errors may stem from outdated crop data or environmentally caused fluctuations in crop production. The report includes 10 references, 16 graphs and tables, appendices outlining the procedure for using this method, and estimates of migrant and seasonal farmworkers needed at harvest in 42 states, by country. (SV)

ED 299 104 SE 049 477

Kelsey, Robert Joseph
Issues in the Inducement of Curriculum Changes in Science (Physics) Instruction.
PUB DATE- Jun 88
NOTE- 122p.; Master's Thesis, St. Michael's College.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Improvement; Foreign Countries; Masters Theses; Needs; *Physics; *Science Course Improvement Projects; *Science Curriculum; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- Canada; *Newfoundland (Labrador)
After using the "Physics: A Human Endeavor" curriculum for a period of time students and teachers in the Canadian provinces of Newfoundland and Labrador, in general, suggested that there was a need for a curriculum change. This paper reports on ways to effectively change the curriculum. Topics included are: (1) need for change in the physics curriculum; (2) history of the committee for the curriculum change; (3) change and development model; (4) curriculum change as an educational change process (including societal influences, evaluation prototypes, change models; and (5) summary. Appendices include a report on the high school physics program by the NTA Science Council, summaries of two teleconferences of physics teachers, letters, and a summary of the education system. (YP)

ED 299 134

SE 049 659

Shute, Valerie; Bonar, Jeffrey
Intelligent Tutoring Systems for Scientific Inquiry Skills.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 19p.; Tables and charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; College Science; *Computer Assisted Instruction; *Computer Uses in Education; Higher Education; *Inquiry; *Learning Processes; Learning Strategies; Programed Instructional Materials; *Programed Tutoring; Research Methodology; Science Education; Secondary Education; Secondary School Science

Described are the initial prototypes of several intelligent tutoring systems designed to build students' scientific inquiry skills. These inquiry skills are taught in the context of acquiring knowledge of principles from a microworld that models a specific domain. This paper discusses microworlds that have been implemented for microeconomics, electricity, and light refraction. All of the systems are highly interactive; students can pose questions, conduct experiments by manipulating domain specific factors, and record results. Important inquiry strategies were identified using protocol studies of expert and non-expert learners. These strategies are formally represented. The paper also describes a partially implemented "inquiry coach." This coach will be incorporated into the microworlds and teach the inquiry strategies in the context of the specific miroworld domain knowledge. (Author/CW)

ED 299 179 SO 019 297

Branson, Margaret Stimmann
American Youth: Their Socio-Civic Beliefs, Values, and Behavior.
PUB DATE- 15 Apr 85
NOTE- 24p.; Paper presented at the Conference on the Development of Civic Competence and Civic Responsibility among Youth (Irsee, West Germany, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior; *Beliefs; Citizen Participation; Citizenship; Citizenship Responsibility; Knowledge Level; *Political Attitudes; *Values; *Youth
IDENTIFIERS- Loyalty; *Political Sociology
Knowledge of the meanings of political affect, political cognition, and political participation is important in understanding U.S. youths' socio-civic beliefs, values, and behaviors. Political affect refers to loyalty and affection for a political system. Research studies indicate that, even if youth have hostile feelings about how the U.S. government is currently administered, they still hold positive affections for the system as a whole. Political cognition encompasses knowledge of facts, current socio-political issues, and basic democratic principles. Few young people rank in the upper quartile on any political cognition knowledge measure. However, they score as well as similarly educated adults, appear to be increasingly interested in national issues, and have difficulty articulating the meanings of democratic principles. Political participation refers to government involvement and citizen participation with groups, movements, and causes. Students are most likely to participate in school-related activities, the work force, and in volunteer groups. Youths' political views tend to be both conservative and liberal, but census figures indicate that less than 40 percent of 18-20 year olds vote. This may be due to indifference rather than alienation. Tables are included, and 35 footnotes are appended. (JHP)

ED 299 302

TM 012 092

Gomez, Joseph J.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Feb 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Inservice Teacher Education; Professional Development; *Professional Training; *Program Evaluation; *Public School Teachers; Teacher Aides; Teacher Attitudes; Teacher Centers; *Teacher Education Programs; Teacher Improvement
IDENTIFIERS- Dade County Public Schools FL; *Dade Monroe Teacher Education Center FL

The Dade-Monroe (Florida) Teacher Education Center (TEC) was evaluated. The TEC was founded in 1979 and serves the instructional personnel (teachers, teacher aides, and teacher assistants) in the public schools of Dade and Monroe counties. Program documents were reviewed and structured interviews were held with 7 TEC facilitators, 9 council members, and 12 individuals who had requested an inservice course for reasons of personal growth or professional development. The TEC also offers ancillary programs and courses. An extensive survey of 1,246 instructional personnel in the district and a limited survey of two directors of centers in other districts were also conducted. It was apparent that inservice courses were the major service offered, with 65.3% of instructional personnel having taken at least one course. Personnel generally expressed satisfaction with TEC instructors, who are carefully selected and regularly evaluated. The only ancillary service appearing to be underutilized was the professional library. There is a perception of budget constraints among staff and service recipients; however, the TEC has been very effective in meeting the district's needs. Surveys and interview forms are appended. (SLD)

ED 299 357 UD 026 413

Crohn, Leslie
At-Risk Youth: A Selected Bibliography.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcoholism; *Dropouts; Drug Abuse; Early Parenthood; *High Risk Persons; *High Risk Students; Young Children; *Youth; Youth Employment; *Youth Problems

This select bibliography lists books, articles, and reports, almost all of which were published since 1980, on at-risk youth. The following areas are included: (1) general; (2) dropouts; (3) drug and alcohol abusers; (4) youth offenders; (5) teen parents; (6) young children at risk; and (7) unemployed youth. For each item the following information is provided: (1) author; (2) date; (3) title; (4) publisher, or name of journal, volume, number, and page; and (5) Educational Research Information Center (ERIC) accession number when applicable. (BJV)

ED 299 119

SE 049 636

DeBruin, Jerry; Murad, Don
Look to the Sky. An All-Purpose Interdisciplinary Guide to Astronomy. Grades 4-12.
REPORT NO.- ISBN-0-86653-440-7
PUB DATE- 88
NOTE- 199p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1051, $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Astronomy; Elementary Education; Elementary School Science; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Parent Materials; Planetariums; *Reference Materials; *Science Activities; Science Education; Science Equipment; *Science Materials; Secondary Education; *Secondary School Science

This guide features materials and activities about stars for integration into other academic disciplines. Part one describes how to begin to look to the sky, including usage of the camera, binoculars, and telescope. Part two, "Keep Up to Date," introduces information on resource materials, such as astronomy books, magazines, newsletters, calendars, resource centers, organizations, and stargazing notes. Part three, "How To Continue To Look to the Sky," shows how to make and use instructional materials such as charts, transparencies, copymasters, pocketbooks, puzzles, and quiz boards. Also included are seasonal sky charts, guidepost constellations in four seasons, and 35 matching constellation copymasters. (YP)

ED 299 149

SE 049 674

Peterson, Russell W.
Global Balances in the 21st Century. IES Monograph 2.
Wisconsin Univ., Madison. Inst. for Environmental Studies.
PUB DATE- Jan 88
NOTE- 14p.
AVAILABLE FROM- Office of Publications, Information and Outreach, Institute for Environmental Studies, University of Wisconsin-Madison, 550 North Park Street, 15 Science Hall, Madison, WI 53706 (free in limited quantities).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; Decision Making; *Environmental Education; *Futures (of Society); *Government Role; Higher Education; Industry; Policy; Policy Formation; Public Policy; *Science and Society; Science Education; *Social Change; Technology; *World Affairs

This monograph contains the text of a lecture given on August 4, 1987, at the Institute for Environmental Studies at the University of Wisconsin-Madison. A viewpoint is advanced advocating personal involvement in the movement to insure that environmental balance and security can be sustained for future generations. Discussed are trends in national environmental policies, industrial policies, energy alternatives, world peace, pollution, the world resource base, international finance, and nuclear war. Three suggestions for improving society's chances for avoiding environmental disaster are advanced that involve government, industry, and education. The speech was concluded by stating that the knowledge to change these trends and policies exists but that what is missing is the willingness to face up to these threatening trends. (CW)

ED 299 165

SE 049 724

Academic Research Facilities: Financing Strategies. Executive Summary.
National Academy of Sciences, Washington, DC.
Government-University-Industry Research Roundtable.; National Science Foundation, Washington, D.C. National Science Board.; Office of Science and Technology Policy, Washington, DC.
PUB DATE- 86
NOTE- 25p.; For a related document, see ED 282 460.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Building Obsolescence; *College Buildings; Construction Costs; Cooperative Programs; Engineering; Equipment; *Facility Improvement; Federal Aid; *Financial Policy; *Government School Relationship; Grants; Higher Education; Laboratories; Private Financial Support; Public Policy; Science Facilities; Scientific Research; Statewide Planning; Tax Credits

The need to modernize deteriorating and obsolete research facilities at universities and colleges is of widespread concern to the academic research community and to government agencies and other organizations which support that community. On July 22-23, 1985, some 200 leading college and university administrators, researchers, industrial and government officials, and representatives of scientific and professional societies gathered at the National Academy of Sciences in Washington, D.C., to discuss the issue. Their principal purpose was to identify and consider a spectrum of approaches that could help address the need at a time of tight constraints on the Federal budget. The conference was not designed to adopt consensus-based recommendations. The participants were searching for a comprehensive set of approaches that would meet facilities' needs on a continuing, long-term basis; recognize the diversity among research institutions and disciplines; and allow for the establishment of new research capabilities as well as the maintenance of existing strengths. This report summarizes those approaches and presents them as action items addressed to the Federal Government, to state governments, and to academic institutions. The conference agenda and the list of Planning Group members are also included. (Author/CW)

ED 299 195

SO 019 337

McBride, Lawrence W.
Material Culture and American Domestic Life: The Kitchen, 1890-1914.
PUB DATE- 87
NOTE- 22p.; Some pages may not reproduce clearly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *Cultural Education; Economics Education; Elementary Secondary Education; *Family Environment; Family Life Education; *Home Furnishings; Instructional Materials; *Primary Sources; Resource Units; Social History; Sociology; Teaching Guides; United States History
IDENTIFIERS- *Artifacts; *Cultural Resources; Kitchens; Kitchen Utensils; Nineteenth Century; Twentieth Century
This teacher's guide is designed to provide elementary and secondary students with an orientation to material culture studies and an exposure to such artifacts as sad irons, washboards, butter churns, butter molds, and waffle irons. Information is also provided about wages, employment, industrial development, and advertising in the United States prior to World War I. This material allows for the guide to be used effectively in conjunction with lessons on particular themes in U.S. history, economics, or sociology. A number of primary documents such as catalog pages, a magazine article, and illustrations are located in the appendix. A five-item bibliography is included. (DJC)

ED 299 210

SO 019 359

Pornography: A Guide To Community and Family Education.
Saskatchewan Consumer and Commercial Affairs, Regina.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Responsibility; *Community Involvement; Foreign Countries; Freedom of Speech; Government Role; Guidelines; Legislation; Letters (Correspondence); *Pornography; Program Guides; *Public Affairs Education; *Resource Materials; Workshops
IDENTIFIERS- Canada

Pornography is an issue that is drawing increased attention from parents, teachers, church members, women's groups, and elected officials, and these groups are expressing concern about the effect pornography has on young people, families, and society as a whole. In response to public concern, this self-help education guide is designed for families and societal groups to help them better understand the subject and the controversy that surrounds it; and outlines responsibility areas and ways that government, consumers, and businesses can work together toward resolving the issue. The guide defines pornography and what is considered pornographic, its purchasers, effect on society, availability, content, and censorship issues. Federal, provincial, and municipal legislation is reviewed in the section, "Pornography and the Law." The guide also contains a basic outline for a community education workshop and guidelines for letter writing. The resource list includes addresses for government agencies, major political parties, radio and television broadcasting corporations, and citizen groups and titles of films, books and articles, research books, and recent surveys on violence and porrography. (DJC)

ED 299 259 SP 030 651

McMillen, Marilyn Miles
Secondary School Teachers' Opinions: Public and Private Schools. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-102
PUB DATE- Sep 88
NOTE- 12p.; Data Series: SP-PUP-85/86-5.3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; Comparative Analysis; *Educational Environment; *Educational Objectives; *Private Schools; *Public Schools; School Effectiveness; Secondary Education; *Secondary School Teachers; Student Behavior; Teacher Administrator Relationship; *Teacher Attitudes
This report combines public school data from the 1983-84 "Administrator and Teacher Survey" of the High School and Beyond study with private school data from the 1985-86 Private School Survey in an analysis of differences in school climate and teachers' opinions in public and private secondary schools. It provides an opportunity to examine the private school sector with an independent data set that allows for a more detailed consideration of specific types of private schools. Data are included on public schools, Catholic schools, other religious private schools, and non-sectarian private schools. (JD)

ED 299 274 TM 011 889

Community Public Opinion Survey, 1987-1988.
Data Decisions Group, Inc., Colorado Springs, CO.
SPONS. AGENCY- Colorado Springs Public Schools, Colo.
PUB DATE- Feb 88
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; Community Involvement; *Community Surveys; Educational Facilities; Educational Finance; *Educational Planning; Elementary Secondary Education; *Parent Attitudes; *Public Opinion; Public Schools; School Support
IDENTIFIERS- *Colorado Springs Public Schools CO; *Community Public Opinion Survey

During the months of November 1987 through February 1988, the Colorado Springs Public Schools, District 11, designed and implemented a community survey. The survey was conducted to determine community perceptions of public education in the district, assess community expectations for the schools, determine community attitudes toward current educational issues relevant to district planning efforts, measure public support for means of coping with changing fiscal needs, provide a basis for comparing attitudes in the Colorado Springs area with national and state attitudes, and satisfy state accountability and accreditation requirements to survey public opinion. The questionnaire involved over 60 questions and 300 variables. Data were collected via questionnaires and interviews with 350 parents and 350 non-parents. Results provide insights in the areas of general community perceptions of the school district; and perceptions of school programs, communication and community involvement, teachers and teaching, educational facilities, funding, and demographics. The questionnaire, worksheet, and show-cards are appended. (TJH)

ED 299 288 TM 012 053

Cox, Billie
Mesa Public Schools: As Seen through the Eyes of 1984 Graduates.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Sep 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; College Preparation; Course Selection (Students); *Educational Assessment; Educational Attitudes; Educational Planning; Educational Policy; *Followup Studies; *High School Graduates; High Schools; School Districts; Student Educational Objectives; Student Needs
IDENTIFIERS- Mail Surveys; *Mesa Public Schools AZ
Questionnaires were administered to the 2,404 members of the 1984 graduating class of the Mesa Public Schools (Arizona) to aid in planning and implementation of programs and policies suited to the variety of student needs in the school system. Subjects were selected from five high schools. The questionnaire survey, which is part of an ongoing assessment program begun with the 1971 graduates and continued with 1976 and 1980 graduates, was administered via the mail. The total number of respondents was 340. The questionnaire included general and tracking questions, attitudinal items, needs items, and open-questions to allow for student comments. Data from the survey and comparisons with previous surveys provide insights in the areas of financial guidance, instructional techniques, student course selection, required courses, career decision making, preparation for postsecondary education, and student participation in policy development. Ten figures and seven data tables are provided, and the High School Graduate Follow-Up Questionnaire is appended. (TJH)

ED 299 331 UD 026 321

Jonas, Edward D., Jr.
The Atlanta Dropout Prevention Plan.
Atlanta Dropout Prevention Collaborative, GA.; Atlanta Public Schools, Ga.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 87
NOTE- 30p.; For related document, see UD 026 322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; *Dropout Programs; Dropout Research; Elementary Secondary Education; High Risk Students; Institutional Cooperation; Parent Participation; *Program Descriptions; *Program Development; Program Proposals; Research Design; School Business Relationship; School Community Relationship; School Holding Power; Staff Development; Urban Education
IDENTIFIERS- *Atlanta Dropout Prevention Collaborative GA; Atlanta Public Schools GA; *Partnerships; Public Private Relationship
The Atlanta (Georgia) Public School System (APS) has many existing dropout prevention programs, but they have been operating primarily independently, with limited information sharing or coordination. In 1986 these programs were linked through the formation of the Atlanta Dropout Prevention Collaborative, which unites the public school system with parents, agencies, businesses, and the general community in a cohesive entity designed to promote activities to lower the dropout rate. The Atlanta Collaborative had the following objectives: (1) to devise a collaborative process whereby each member agency/organization is actively involved in insuring the successful implementation of project activities; (2) to identify in-school and out-of-school factors that might contribute to a student's decision to drop out; (3) to investigate the currently operating barriers to meaningful employment for youth who need employment; (4) to improve APS record-keeping and reporting procedures in the area of dropouts so that the data are more complete, accurate, and useful; and (5) to develop dropout program activities that respond to the causative factors identified. Findings on these factors are presented on three tables. The following aspects of the Atlanta Dropout Prevention Plan are discussed: (1) Office of Dropout Prevention and Recovery; (2) adaptation in instructional delivery; (3) tutorials; (4) counseling and supplemental services; (5) education for employment; (6) parental involvement; (7) staff development/training; and (8) evaluation. (BJV)

ED 299 225

SP 030 569

Eckart, Joyce A.

Does the Use of Quantitative Criteria for Restricted Admissions Imply No Subjective Judgements?

PUB DATE- 9 Aug 88
NOTE- 22p.; Paper presented at the Association of Teacher Educators Summer Workshop (Starkville, MS, August 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Faculty Workload; Full Time Faculty; *Grade Point Average; Higher Education; Part Time Faculty; Preservice Teacher Education; *Selective Admission; *Standardized Tests; *Teacher Education Programs; Teacher Student Ratio

A description is given of the efforts taken by the elementary education department at a medium-sized mid-western state university to create and implement a restrictive admissions process. An unpredicted influx of students attempting to register for the three pre-professional courses required for program admission brought into focus the necessity for restricting admissions. Factors considered in determining the number of students to admit were: (1) number of full- and part-time faculty; (2) number of sections that could be offered; (3) maximum student-faculty ratios; (4) number of class sections needed per group of students; and (5) desirable distribution between undergraduate and graduate education. Eligibiity scores were set as follows: (1) minimum grade point average; (2) minimum grade point average in each of the pre-professional courses; and (3) the pre-professional skill test to cut off 170 in each of the subtests. Values in each of these are weighted and summed. The top 75 students ranked on total score would be admitted. Problems associated with this procedure are discussed, and changes to be made in the future are presented. (JD)

ED 299 358 UD 026 414

Warehoused Apartments/Warehoused People.
Coalition for the Homeless, New York, NY.
PUB DATE- Oct 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- City Government; Government Role; Homeless People; *Housing Deficiencies; Housing Discrimination; Housing Needs; *Housing Opportunities; *Landlords; *Local Legislation; *Low Rent Housing; Real Estate; Urban Demography; *Urban Planning; Urban Problems
IDENTIFIERS- Housing Market; New Jersey; *New York (New York); Proposed Legislation

Between 45,000 and 90,000 habitable New York City apartments are being kept deliberately vacant ("warehoused") by the speculators who own them. Most of these apartments have reasonable rents, affordable by middle- and low-income families. Meanwhile, the housing crisis for poor New Yorkers has grown steadily worse. As many as 75,000 people are homeless, and another 100,000 families are at a severe risk of becoming homeless. Warehousing occurs most often in the following situations: (1) co-op and condominium conversion; and (2) sale or demolition, both of which are more lucrative than renting at low rates. Warehousing can be stopped by eliminating the financial incentive to warehouse. New York City needs an anti-warehousing law that will make it unprofitable for owners to keep apartments vacant. This law should do the following: (1) require landlords to make an effort to rent apartments within a reasonable period of time; and (2) to make it illegal to reduce building services, vandalize an apartment or building, or engage in other actions that may discourage new renters or drive away existing tenants. Seattle, Washington, and several cities in New Jersey have enacted anti-warehousing laws, and anti-warehousing bills have been pending before the State Legislature and the New York City Council for the past two years. Synopses and texts of these laws and pending bills are provided in appendices. Other appendices present "The Uses and Limits of Rent Regulation" by Peter Marcuse, and "Housing in New York, 1984" by Michael Stegman, both of which provide statistical data on charts and figures. (BJV)

ED 299 372 UD 026 432

Rumbaut, Ruben G.; Ima, Kenji
The Adaptation of Southeast Asian Refugee Youth: A Comparative Study. Final Report to the Office of Resettlement.
San Diego State Univ., CA. Dept. of Sociology.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jan 88
NOTE- 215p.
CONTRACT- DHHS-100-86-0214
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Acculturation; *Asian Americans; Cambodians; *Cross Cultural Studies; Cultural Background; Cultural Differences; Demography; Educational Attitudes; Educational Objectives; Ethnicity; High Risk Students; *High School Students; Juvenile Gangs; Laotians; Limited English Speaking; *Refugees; Social Attitudes; Student Attitudes; Vietnamese People; Work Attitudes; Youth Problems
IDENTIFIERS- *California (San Diego); Hmong People; *Southeast Asians

This report is a comparative study, conducted in 1986-87 in San Diego, California, of the adaptation of refugee youth from Vietnam, Cambodia, Indochina, and Laos. The project examined both successes and problems of these refugee youth regarding their educational and occupational attainments and aspirations, and evaluated their prospects for economic self-sufficiency in the United States. Data were culled from the Indochinese Health & Adaptation Research Project (IHARP), records of the San Diego City Schools and the San Diego County Probation Department, and intensive interviews with 76 informants. Findings are presented in the following areas: (1) characteristics of San Diego high school students; (2) grade point averages of San Diego high school students; (3) characteristics of Southeast Asian students and their parents; (4) grade point averages of Southeast Asian students; (5) standardized achievement scores: comparative results; (6) determinants of educational attainment: a multivariate analysis; (7) occupational aspirations of Southeast Asian students; (8) problem areas: student dropouts, school suspensions, and juvenile delinquency; (9) adaptive resources: social class and cultural characteristics; (10) adaptive contexts: family, school, and community; and (11) adaptive strategies: acculturation and coping. The strengths and weaknesses of Vietnamese, Khmer, Hmong, and Lao students are analyzed. Data are presented on about 50 figures and tables. Eighty-three references are included. (BJV)

ED 299 090 RC 016 765

Ghelfi, Linda M.
Income, Needs, and Expenditures: Metro-Nonmetro Differences in Wisconsin.
PUB DATE- 15 Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Expenditures; *Family Income; Financial Needs; Life Satisfaction; Need Gratification; *Place of Residence; *Quality of Life; *Rural Urban Differences; Surveys
IDENTIFIERS- *Cost Of Living; *Wisconsin; Wisconsin Basic Needs Survey
This report compares the relative adequacy of metropolitan and nonmetropolitan household income in Wisconsin. In 1981, 1,133 respondents completed the Wisconsin Basic Needs Survey, covering income, assets, debts, and taxes, filled out two-week diaries of food expenditures and small recurring expenses, and answered questions on perceived income needs and economic well-being.

Compared to the metro sample, the nonmetro group contained more married men and farm workers, and was older and less educated. Average monthly incomes were $1,600 for nonmetro households and $1,858 for metro households. However, nonmetro households indicated they could "make ends meet" with $837 per month, compared to $931 for the metro group. There was little difference between groups in housing costs, possession of durable goods, or small recurring expenditures. Metro households spent more on large infrequent expenditures such as furniture and appliances, support payments, educational expenses, and trips. Although a large percentage of nonmetro households considered their financial status to be "just getting along," nonmetro households were no more negative about their standard of living or incomes than were metro households. High percentages of both groups were quite negative about the cost of basic necessities. It appears that nonmetro household are satisfied with less income, or nonmetro lifestyles may provide nonmonetary rewards that compensate for lower income. The report contains 10 references and 8 data tables. (SV)

ED 299 105

SE 049 601

Revitalizing Nuclear Safety Research.
National Academy of Sciences - National Research Council, Washington, D.C.
SPONS. AGENCY- Nuclear Regulatory Commission, Washington, D.C.
PUB DATE- 86
NOTE- 223p.; Contains small print which may not reproduce well.
AVAILABLE FROM- Commission on Physical Sciences, Mathematics, and Resources, 2101 Constitution Avenue, Washington, DC 20418 (limited supply).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; College Science; Engineering; Higher Education; *Nuclear Energy; Nuclear Power Plants; Nuclear Technology; *Program Evaluation; *Safety; Science Education; *Scientific Research
IDENTIFIERS- Department of Energy; Nuclear Engineering; *Nuclear Reactors

This report covers the general issues involved in nuclear safety research and points out the areas needing detailed consideration. Topics included are: (1) "Principles of Nuclear Safety Research" (examining who should fund, who should conduct, and who should set the agenda for nuclear safety research); (2) "Elements of a Future Agenda for Nuclear Safety Research" (outlining a number of particular research topics on which additional research is needed or might be better focused); and (3) "Eliminating Barriers to an Effective Program of Nuclear Safety Research" (discussing organizational and management issues, and recommending ways to improve research sponsored by the National Research Council). A bibliography contains about 100 references. Appendices include a list of the sponsors of commercial nuclear research and development; some programs of the National Regulatory Commission, the Department of Energy, and the Electric Power Research Institute; a questionnaire on nuclear safety research; a list of participants in committee hearings; and biographical sketches of the committee members. (YP)

ED 299 135

SE 049 660

International Science Report Card from the Second IEA Science Study--U.S.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 14p.; Graphs may not reproduce well.
GRANT- NSF-8470382
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Biology; Chemistry; *Comparative Education; *Comparative Testing; *Elementary School Science; Elementary Secondary Education; Grade 5; Grade 9; *International Cooperation; Physics; Process Education; School Attitudes; Science Education; Scientific Attitudes; *Secondary School Science; Skills; Student Attitudes
IDENTIFIERS- *Science Achievement; *Second International Science Study

Data on science achievement, student attitudes and educational practices in the United States and 23 other countries were collected. This data was taken from random samples of the fifth, ninth, and twelfth grade levels. This report card conveys a few of the findings of the Second IEA Science Study regarding the performance of students in the U.S. science achievement comparisons were based on the results on common multiple choice items. Specific comparisons in this document include: (1) grades five and nine science achievement; (2) U.S. advanced science students in biology, chemistry, and physics; (3) process laboratory skills; (4) sex differences; (5) school and science attitudes; and (6) teacher reports of students' opportunity to learn science. Attached is a list of monographs and studies that are being undertaken by the U.S. division of the Second International Science Study. (CW)

ED 299 180 SO 019 298

Fowler, Charles B.
The Arts Process in Basic Education. Third Edition.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- John D. Rockefeller, 3d Fund, New York, N.Y.
PUB DATE- Sep 84
NOTE- 26p.; Prepared in conjunction with the Conference on the Arts in Basic Education (May 1973).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aesthetic Education; *Art; Art Activities; *Art Education; Creative Activities; *Creative Development; Cultural Enrichment; *Curriculum Development; Elementary Secondary Education; State Curriculum Guides

This Pennsylvania state curriculum guide provides a rationale and plan for the inclusion and role of arts education in a K-12 curriculum. Part 1, "Actions of the Arts Process," describes concepts related to the terms art, artists, and the arts process and suggests that students need to experience perceiving, responding, understanding, creating, evaluating, and the developing of arts-related skills. These processes are described as interdependent, interrelated, nonsequential, and intertwined. Part 2, "The Arts Encompass the Entire Range of Art, Dance, Drama, Filmmaking and Photography, Music, and Writing," elaborates on the role of each process component of these arts. Part 3, "Potentials of the Arts Process," presents an 18-item list of potential student achievements based on an intensification of arts education programs. Part 4, "The Place of the Arts in the Curriculum," proposes treating the arts as a course content area that has the same status and educational responsibility as other major school departments and suggests that this approach need not increase costs. Instead, a readjustment of priorities should be undertaken, so that existing resources are more fully utilized. Pictures are included. (JHP)

ED 299 243 SP 030 623

Beyond Words: A Program for Movement Observation and Analysis. Final Report.
Laban/Bartenieff Inst. of Movement Studies, New York, NY.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 65p.
GRANT- G00-844-0475
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Body Language; *Curriculum Development; Higher Education; *Movement Education; *Nonverbal Communication; Observation; *Program Development; Videotape Recordings

The "Beyond Words" project developed and tested multi-media curricular materials in movement observation and analysis. The resulting 12 chapter text is integrated with two 1 hour videotapes to offer a theoretical and practical approach to movement study that can be utilized in classes ranging from physical education, athletics, dance, and theater, to education, psychology, and communications. Evaluation of the materials by 360 students in 20 different post-secondary programs indicated that the program substantially increases nonverbal sensitivity to and comprehension of human movement. This paper reports on the planning stage of the project, the production stage, and the evaluation stage. These discussions focus on what was done, who did it, how and why certain actions were undertaken, and any adjustments that were made as the action progressed. Included in the appendices are: (1) information for the Fund for the Improvement of Postsecondary Education (FIPSE); (2) evaluation of sites and instruments; (3) synopsis of the book chapters; and (4) advance publication promotion. (JD)

ED 299 260 SP 030 652

Christensen, Judith C.; And Others
Personalizing Staff Development: The Career Lattice Model. Fastback 281.
Phi Delta Kappa, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-281-X
PUB DATE- 88
NOTE- 43p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *Developmental Stages; Elementary Secondary Education; *Independent Study; *Individual Development; Merit Pay; *Staff Development
IDENTIFIERS- *Career Lattice Model; Collegiality
This booklet examines teachers' professional development from the standpoint of several recent reform reports, particularly the concept of the career ladder. A critique of this model serves as a reference point for an alternative approach to professional development called the "Career Lattice Model". This individualized model for growth in the teaching profession evolved from research on teacher career stages. The career lattice is a model that can provide financial, empowering, and personal incentives, and its flexibility provides options for teachers in various stages of their careers. It emphasizes collegiality, not competition, and can be used alone or as part of a career ladder or other career incentive plan. Examples are offered of the use of the career lattice model, and its strengths and limitations are pointed out. (JD)

ED 299 303

TM 012 093

Agular, Norbert; And Others
Status of Accomplishment of the District's Objectives, 1986-87.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Dec 87

NOTE- 233p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *County School Districts; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Program Evaluation; Public Schools; School Districts; *School Effectiveness; *Self Evaluation (Groups)
IDENTIFIERS- *Dade County Public Schools FL; *Status Reports

This document reports the status of accomplishment of the objectives of the Dade County (Florida) Public School system for fiscal year 1986-87. It is organized by 12 bureaus/offices representing the district organization during the 1986-87 school year. The district's comprehensive plan is developed annually through a systematic district-wide process of specifying the objectives of the school system, determining the present attainment of those objectives, and selecting strategies for improvement. The evaluation is based on a self-evaluation by the respective district bureaus and offices and an independent review by the Office of Educational Accountability concerning the status of accomplishment of 23 objectives randomly selected from the total of 134 objectives. The objectives and indicators were assessed in terms of the following categories: "objective/indicator accomplished," "considerable progress," "moderate progress," "little or no progress," or "not applicable." On the basis of the two-pronged evaluation, it is concluded that the results of the independent review were generally in agreement with the self-evaluation by the bureaus and offices. Of the 23 objectives independently reviewed, 20 were in agreement with the assessment by the bureaus and offices. Ten objectives were accomplished, 5 exhibited considerable progress, 3 exhibited moderate progress, and 5 exhibited little or no progress. (TJH)

ED 299 317

TM 012 223

Chelimsky, Eleanor

R&D Funding: The Department of Education in Perspective. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

REPORT NO.- GAO/PEMD-88-18FS
PUB DATE- May 88
NOTE- 18p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Educational Finance; Educational Research; *Federal Aid; *Financial Support; Program Budgeting; Program Evaluation; Public Agencies; Research Administration; *Research and Development; Resource Allocation; *Trend Analysis
IDENTIFIERS- *Department of Education; *Educational Information; Fact Sheets

This fact sheet compares the history of fiscal resources for research and development in the Department of Education with budget histories of research and development in other departments and agencies of the Federal Government. The correspondence between administration budget requests and congressional appropriations for education research and statistics is also described. Data for the fact sheet were complied from General Accounting Office and departmental documents, supplemented by interviews with agency officials. Analyses cover selected years between 1978 and 1988, primarily 1980 to 1987. Six graphs and eight data tables are provided. (SLD)

ED 299 076 RC 016 736

The Hispanic Population in the United States: March 1985.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 88
NOTE- 78p.; For related documents, see ED 266 224, ED 286 696, and RC 016 751.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTORS- *Census Figures; Cubans; *Demography; Educational Attainment; Employment Patterns; *Family Characteristics; *Hispanic Americans; Income; Mexican Americans; Population Growth; *Population Trends; Poverty; Puerto Ricans; Research Methodology; Sampling; Sex Differences; *Socioeconomic Status; Statistical Inference; Unemployment
IDENTIFIERS- *Current Population Survey

This report based on the March 1985 supplement to the Current Population Survey presents demographic, social, and economic data on the Hispanic population in the United States, and focuses on social and economic changes between 1982 and 1985. The Hispanic civilian noninstitutional population in March 1985 totaled about 17 million, a 17% increase since 1980; the non-Hispanic population increased 4% in that period. Between 1982 and 1985: (1) the median age of Hispanics rose from 23.9 to 25.0 years; (2) the proportion of Hispanics 25 and over with at least a high school diploma increased from 45% to 48%; (3) the proportion of married couple families fell from 74% to 72%; (4) the unemployment rate for Hispanics 16 and over fell from 13.4% to 11.3%; and (5) there was no change in the real median income of Hispanics, while that of non-Hispanics rose 3.5%. The origins of Hispanic Americans were about 61% Mexican, 15% Puerto Rican, 6% Cuban, and 10% Central or South American. These subgroups varied considerably in educational attainment, family size, family composition, employment, and median family income. The report includes 3 graphs and 27 detailed tables of data on demographic, social, and economic characteristics. Appendices cover the methodology for development of independent post-census estimates (component estimation technique), summary tables of selected characteristics for the years 1982 to 1985, definitions, and data source and reliability. (SV)

ED 299 150

SE 049 675

Boland, Gene
Safety in the Elementary Science Program. A Compendium of Safety Considerations for the Elementary School Science Teacher.
PUB DATE- 88
NOTE- 16p.; Paper presented at the Elementary Science Update Conference, June, 1988.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; *Court Litigation; Educational Malpractice; *Elementary School Science; Elementary Secondary Education; *Laboratory Safety; *Legal Responsibility; *Safety Education; School Accidents; *School Safety; Science Education; Secondary School Science
This paper presents a viewpoint on educator responsibilities toward helping youth develop the skills necessary to cope with life as well as consideration on how to present science in a safe environment. Discussions include safety in the learning environment, litigation, effective teaching, effective schools, the goals of science, and the mandate for school safety. A set of challenges to science educators is presented as a summary to this paper. (CW)

ED 299 226

SP 030 580

Blankenbaker, Joe; Hook, Linda
The Relations of the Selection of Sport Heroes to Age, Sex, and Race.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; Elementary Secondary Education; Higher Education; *Identification (Psychology); *Racial Differences; *Role Models; *Sex Differences

This study investigated the relationship of the choice of sport heroes to age, gender, and race in students enrolled in elementary, high school, and college classes. There was a strong relationship between race and sex and the selection of sport heroes. Age was related to the selection of heroes by the type of heroes selected by each group. Younger people chose charismatic athletes while the older subjects chose heroes of the type who reinforce the values of American society. (JD)

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